

DOCUMENT RESUME

ED 092 641

UD 014 249

AUTHOR Langley, Janis; And Others
TITLE ["Project KAPS": A Dropout Prevention Program at Elementary Level. Description and Evaluation.]
INSTITUTION Baltimore City Public Schools, Md.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
REPORT NO DPSC-98-0318
PUB DATE 73
GRANT OEG-0-9-300318-3419
NOTE 95p.

EDRS PRICE MF-\$0.75 HC-\$4.20 PLUS POSTAGE
DESCRIPTORS Academic Achievement; Disadvantaged Youth; *Dropout Prevention; Educational Accountability; *Elementary Schools; Inner City; Intervention; Parent Participation; Program Descriptions; *Program Evaluation; *Secondary Schools; Teaching Methods; Tutorial Programs

IDENTIFIERS Elementary Secondary Education Act Title VIII; ESEA Title VIII; *Maryland

ABSTRACT

Project Keeping All Pupils in School (KAPS) is a dropout prevention program designed by officials in the Baltimore City Public Schools, supported by Federal funds under the provision of Title VIII of the 1965 Elementary Secondary Education Act (PL90-427). The KAPS Program consists of six components. They include: Daily Program, Service to Aid Youth Centers, Community Liaison Assistants, Earn and Learn, Teacher Accountability Plan, and Management. The intent of each of these program components is to mediate the powers of various environmental and conditional factors which have caused students to leave the Baltimore City Public Schools, and to strengthen the roles played by parents, teachers, and community leaders in combating school dropouts. Operation KEEP refers to the KAPS Experience for Elementary Pupils through the Daily Program component. In 1972-73, the component serviced some 400 pupils in 14 pilot classes of four elementary schools within the KAPS cluster. The component's operation was based on identification of dropout-prone pupils on the upper elementary level. Its terminal goal was dropout prevention through early diagnosis of instructional needs and the immediate application of prescriptions. (Author/JM)

ED 092641

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

UD 014 249

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED
EXACTLY AS RECEIVED FROM
THE INDIVIDUAL OR ORGANIZATION
ORIGINATOR. POINTS OF VIEW OR
OPINIONS STATED HEREIN DO NOT
NECESSARILY REPRESENT THE
NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY.

EVALUATION DESIGN

ESEA TITLE VIII DROPOUT PREVENTION PROGRAM

"PROJECT KAPS"

NUMBER OEG-0-9-300318-3419

SCHOOL YEAR 1973-74

BALTIMORE CITY PUBLIC SCHOOLS
3 EAST 25TH STREET
BALTIMORE, MARYLAND 21218

REPORT PREPARED BY: Janis Langley, KAPS Evaluator
Lonnie Ewing, Research Assistant

SEPTEMBER, 1973

UD 0-9-300318 (6)

TABLE OF CONTENTS

ABSTRACT	Page I
OPERATION KEEF OF PROJECT KAPS	II
FIGURES	
SCHOOLWIDE GAINS IN READING AND MATHEMATICS (#139)	11
SCHOOLWIDE GAINS IN READING AND MATHEMATICS (#2)	12
SCHOOLWIDE GAINS IN READING AND MATHEMATICS (#109)	13
SCHOOLWIDE GAINS IN READING AND MATHEMATICS (#102)	14
TWO-YEAR CLASS AVERAGE GAINS IN READING AND MATHEMATICS OF PILOT GROUP (#139)	15
ANNUAL GAINS IN READING AND MATHEMATICS OF PILOT GROUP (#139)	16
TWO-YEAR GAINS IN READING AND MATHEMATICS OF PILOT GROUP (#139)	17
ANNUAL GAINS IN READING AND MATHEMATICS OF A PILOT GROUP (#139)	18
BREAKDOWN OF PUPILS SERVICED BY DAILY PROGRAM	19
TIME LINE FOR ELEMENTARY COMPONENT	20-22
SKILL CENTER ANNUAL GAINS IN READING	23
SKILL CENTER ANNUAL GAINS IN MATHEMATICS	24
SKILL CENTER ATTENDANCE	25
READING AND MATHEMATICS GAINS OF SPECIAL CURRICULUM PUPILS	26
A COMPARISON OF IOWA TEST RESULTS OF TWO KAPS SCHOOLS WITH TWO SCHOOLS IN OTHER AREAS.	27
APPENDIX A	
PILOT TEACHERS' WORKSHOP ACTIVITIES	28
SAMPLE SULLIVAN PROGRESS CHART-#139	29
SAMPLE BEHAVIOR MOD CONTRACT	30
TEACHERS AND PUPILS REACTIONS	31-32
PUBLIC REACTIONS	33-34

TABLE OF CONTENTS

APPENDIX B

SKILL CENTER FORMS	35-44
SAMPLE TESTING CHART	45
STAFF MEETING FORM	46
OBSERVATION FORM	47
SAMPLE REPORT TO PARENTS	48
DEMOS D FORM	49
SAMPLE EVALUATION FORM (PUPILS)	50-51
SAMPLE EVALUATION FORM (TEACHERS)	52-53
TALLY SHEET FOR EVALUATION FORM (PUPILS)	54
TALLY SHEET FOR EVALUATION FORM (TEACHERS)	55
AN ACTIVITY FOR PARENTS	56

LIST OF STRUCTURES

	<u>TITLE</u>	PAGE NUMBER
I.	TERMINAL OBJECTIVES.....	19
	DAILY PROGRAM OBJECTIVES.....	20
	STAY OBJECTIVES.....	21
	COMMUNITY LIAISON ASSISTANTS OBJECTIVES.....	22
	EARN AND LEARN OBJECTIVES.....	23
	TAP OBJECTIVES.....	25
	MANAGEMENT OBJECTIVES.....	26
II.	TARGET SCHOOLS.....	27
III.	PROJECT COMPONENTS.....	28
IV.	PROJECT STAFF.....	32

PROJECT KAPS
(Descriptive Report of Operation KEEP)

Project KAPS (Keeping All Pupils in School) is Title VIII Dropout Prevention Program operating in the highest dropout rate area in Baltimore, Maryland. Its goals are to increase the attendance rate in schools within the KAPS cluster, raise pupil-achievement scores, decrease suspensions and affect positive attitude changes.

This report describes the Elementary Daily Program Component (Operation KEEP) which functioned in Project KAPS from September, 1969 to June, 1973. KEEP refers to the KAPS Experience for Elementary Pupils.

During the final two years, KEEP focused upon pilot classes of Special Curriculum, fourth, fifth and sixth grade pupils. In 1972-73, it serviced some 400 pupils in four schools. They included Charles Carroll of Carrollton #139; Broadway Elementary #109; Thomas G. Hayes #102 and David E. Weglein #2 which maintained a Skill Center.

The component sought to modify daily instruction through the use of teacher training, early identification of pupil needs, immediate application of prescriptions and on-going evaluation.

In 1971-72, pilot pupils gained an average of nine months in reading and seven months in mathematics. In 1972-73, sixty-four percent exceeded the KAPS criteria of six months annual gain in reading and sixty-five percent exceeded the six month objective in mathematics. Skill Center pupils exceeded the reading criteria by 77% and mathematics objective by 62%. A total of 130 sixth graders elected to attend the KAPS follow-up school, Lombard Junior High.

The KEEP approach is offered as a model for daily program in the Baltimore City Public Schools. Replication would involve salaries and costs already in effect within the city system.

PROJECT KAPS EVALUATION DESIGN
SCHOOL YEAR 1973-74

I. INTRODUCTION

A. Historical Background

Project KAPS (Keeping All Pupils in School) is a dropout prevention program designed by officials in the Baltimore City Public Schools. The program is being supported by federal funds under the provision of Title VIII of the Elementary/Secondary Education Act (Public Law 90-427). The KAPS program consists of six components. They include:

1. Daily Program
2. STAY (Service To Aid Youth) Centers
3. Community Liaison Assistants
4. Earn and Learn
5. TAP (Teacher Accountability Plan)
6. Management

See Appendix A for display of breakdown structures of components, KAPS personnel, target schools, components in operation in each school, and component objectives.

The intent of each of these program components is to mediate the powers of various environmental and conditional factors which have caused students to leave the Baltimore City Public Schools, and to strengthen the roles played by parents, teachers, and community leaders in combatting school dropouts.

B. The Locale

Project KAPS is approaching its fifth and final year of operation, and is located in the predominately black inhabited east-side section of Baltimore City. This locale known as the "Broadway Corridor" was designated as a Model Cities Area by the

Department of Housing and Urban Development. Its six target schools are within a two mile radius. See Appendix A for display of target schools.

II. EVALUATION DESIGN DEVELOPMENT

The purpose of this paper is to present a design for evaluating the components of Project KAPS. It is important that the project administrators, as well as those responsible for the different program components, have information regarding the effects of their efforts in relationship to the overall goals of Project KAPS. The evaluation design was developed through the completion of the following:

- A. The KAPS Proposal (formal project application), dated May 5, 1969, was analyzed with project officers. Each program component was analyzed in terms of an instructional system model of program development. The model required that the program be defined in terms of performance objectives, congruent evaluative criteria together with an analysis of internal agreement between the objectives, activities and criterion measures. Each program component was then analyzed in its relationship to the terminal objectives of the KAPS Project.
- B. Analysis of subordinate objectives required that the same congruent cycle of relationship between component objectives, related activities and criterion measures be established for the stated objectives of each component. This consistency among the elements of program components should promote the effectiveness of the program component as well as contribute to the overall effectiveness of the project.

III. EVALUATION MODEL

The project components, objectives, schools, and staff are displayed on the appropriate structure exhibited in Appendix A.

The overall objectives are referred to as terminal objectives. The component objectives include product and process objectives. Both sets of these objectives are stated in performance terms for

the general objective, followed by the specific goal in terms of criterion measure and the description of that criterion measure.

The instruments used to measure the effectiveness of the objectives are displayed in Appendix B.

The collection and analysis of data in reference to each criterion will be done under the supervision of the KAPS evaluator.

IV. PROJECT OBJECTIVES

A. Terminal Objectives

The terminal objectives described below will be applied to each component with the exception of the academic achievement objective. This objective will not be applied to the Community Liaison Assistants Component.

Objective #1: *Students will remain in school.*

Goal: The dropout rate in the target secondary schools will be reduced by 40% by the end of the 1973-74 academic year.

Criterion: The number of students who have dropped out of the target secondary schools during the 1973-74 academic year will be tabulated by school, sex, and grade. The number of students on the net roll in the target schools will be tabulated. The dropout percentage rate for the year will be calculated. The difference in the percentage of dropouts between the average five years (1964-69) and the 1973-74 academic year will be determined.

Objective #2: *Students will attend school.*

Goal: The daily attendance level (i.e. Average Daily Attendance) in the target schools will be increased by 10% over the average of the five academic years 1964-69.

Criterion: The daily attendance level in the target schools will be tabulated for the 1973-74 academic year. The average daily attendance level will be obtained in the target schools for the five academic years 1964-69. The percentage change in the two levels will be compared.

Objective #3: *Students in the Daily Program Component will show normal achievement in English and Mathematics.*

Goal: 75% of the students will obtain at least a "six month" advance in competency in each of the following four areas:

1. Reading Comprehension
2. Language Arts
3. Arithmetic Computation
4. Arithmetic Reasoning

Criterion: Students involved in the Daily Program Component will be measured by using the California Tests of Basic Skills. The students will be categorized by school, sex and grade. They will be tested at the beginning and the end of the academic school year and their advances determined. The percentage of students who attained at least a "six month" advance in each of the four areas will be calculated.

Objective #4: *Students in Earn and Learn, STAY, and TAP Components will be successful in school subjects.*

Goal: There will be a 50% decrease in subject failures among students in non-instructional components.

Criterion: The number of subject failures occurring during the first reporting period will be tabulated as indicated by report card grades. The 50% criterion will be established. The number of failures occurring during the final reporting period will be tabulated and compared with the 50% goal.

Objective #5: *Students will have fewer suspensions from school.*

Goal: The suspension rate among KAPS students will be 20% lower than the suspension rate among non-KAPS students in the same school.

Criterion: Target school principals will maintain lists of suspended students. The number of KAPS and non-KAPS students who have been suspended will be tabulated. The suspension rate for each group of students will be calculated. The differences will be compared to the 20% goal.

Objective #6: *Students will hold a positive attitude toward school.*

Goal #1: Students will score satisfactory (2.5) or better on the School, Home and Me attitudinal measure.

Criterion: Students will be surveyed during the second semester. Responses will be categorized and tallied. Results will be compared with the 2.5 goal.

Goal #2: Project staff will perceive their students as having positive attitudes toward school by scoring 3.0 or better on the Program Sentiment Index.

Criterion: Project staff will be surveyed during the second semester. Responses will be categorized and tallied. Results will be compared with the 3.0 goal.

B. Daily Program Component Objectives

Product

Objective #1: *Students will be successful in English and mathematics.*

Goal: Seventy-five percent (75%) of the KAPS Daily Program students will attain at least a "six months" advance in competency in each of the following areas:

1. Reading Comprehension
2. Language Arts (Spelling and Study Skills)
3. Arithmetic Computation
4. Arithmetic Reasoning

Criterion: Daily Program students will be measured by using the California Test of Basic Skills. The students will be tested at the beginning and end of the school year 1973-74. The percentage of students who attained the "six months" advance will be calculated and compared.

Process

Objective #1 *Students will be successful in using experimental programs that are related to their needs.*

Goal #1: Pilot teachers will identify the needs of their students.

Criterion: Coordinators will use a locally designed "Classroom Evaluation Sheet" to establish the existence of on-going need assessment. They will rate the teachers satisfactory (3.0) or better in the source and frequency of need identification. Responses will be tallied. The percentage of each category will be calculated and compared to the 3.0 goal.

Goal #2: Pilot teachers will use innovative teaching techniques and experimental programs that are in direct relationship to the identified needs of the students. Direct relationship will be at the 3.0 level.

Criterion: Coordinators will use the Classroom Evaluation Sheet to determine the degree of relationship between teaching techniques and experimental programs being used with the needs of the students. Responses will be tallied. The percentage for each category will be calculated and compared.

Process

Objective #2: *Teachers and students will perceive agreement between instructional programs and students' needs.*

Goal: Daily Program participants will score 3.0 or better in evaluating the effectiveness of the Pilot Class Program.

Criterion: Daily Program students and teachers will be surveyed by a locally developed Sentiment Index at the end of the academic school year 1973-74 to determine effectiveness of the Daily Program Component. Responses will be tallied. The percentage for each category will be calculated and compared at 3.0 goal.

C. STAY Component Objectives

Product

Objective #1: *Students will have no suspensions from school while assigned to the STAY Center.*

Goal: STAY students will not be suspended from school.

Criterion: The number of students suspended from school will be calculated. A comparison of the results will be made with the suspension goal.

Product

Objective #2: *Students will attend school.*

Goal: Students will maintain attendance rates 5% higher than the school population of the parent school during the current academic year.

Criterion: Daily attendance levels of STAY students, and non-STAY students of the school serviced by STAY will be tabulated. Percentages will be calculated and the differences will be compared to the 5% goal.

Product

Objective #3: *Students will be successful in school subjects.*

Goal: Students will show a 50% decrease in subject failures during the current academic year.

Criterion: The number of subject failures occurring during the first reporting period will be tabulated as indicated by report card grades. The 50% criterion will be established. The number of failures occurring during the final reporting period will be tabulated and compared with the 50% goal.

Process

Objective #1: *Students' needs will be identified and appropriate referrals made.*

Goal #1: Students with physical, emotional or academic problems will be referred to the appropriate clinic or agency for medical, educational or therapeutic treatment.

Criterion: Students' needs will be identified and placed in the students' case histories. The coordinator will complete a locally designed form containing referral information. The percentage of students referred will be determined.

Process

Objective #2: *Parents of STAY students will be personally involved with members of the Pupil Service Team.*

Goal: Parents will assist the team in identifying their child's needs.

Criterion: Coordinator will log the number and nature of parental contacts on the referral form that will accompany all phase-back forms. The percentage of students whose parents were contacted will be determined.

Process

Objective #3: *Behavioral and instructional recommendations will be in agreement with the students' needs.*

Goal #1: Individual schedules of behavioral and instructional recommendations will be developed by the Pupil Service Team while the student is assigned to the STAY Center.

Criterion: A critique of the students' daily instructional packet (i.e. notebook, folder, etc.) will be made to determine the relationship between the recommendations and the students' instructional programs.

Goal #2: Instructional and behavioral recommendations will be made by the Pupil Service Team to receiving teachers.

Criterion: A critique of recommendations to receiving teachers will be made to determine the relationship between recommendations and the students' needs.

Process

Objective #4: *STAY treatment will be extended to as many students as possible.*

Goal: Students will remain in the STAY Center no longer than three months.

Criterion: The Coordinator will indicate entry and exit dates on each student's profile card. The students for whom exit dates exceed the three month limit will be determined.

Process

Objective #5: *Students will have a positive attitude toward the STAY program.*

Goal: Students will score 3.0 or better on the Program Sentiment Index.

Criterion: Students will be surveyed after STAY treatment. Their responses will be tallied. The percentage for each category will be calculated and compared to the 3.0 goal.

D. Community Liaison Assistants Component Objectives

Product

Objective #1: *Students will attend school.*

Goal: Seventy-five percent (75%) of the students assigned to Community Liaison Assistants will be attending school at the 80% level by the end of the academic year, 1973-74.

Criterion: The average attendance rates of students will be calculated as determined by monthly ADAs. The percentage of students meeting the 80% goal will be determined.

Process

Objective #1: *Profiles will be made of CLA students.*

Goal: Profile cards will reflect the students personal data, record of contacts, monthly attendance and reason for absences.

Criterion: Profile cards will be tabulated. The percentage of students for which profile cards have been maintained will be calculated.

Process

Objective #2: *CLAs will visit the homes of students.*

Goal: CLAs will initiate parental contacts on behalf of their students.

Criterion: The number of profile cards denoting initial contacts will be tabulated. The percentage of students for whom an initial contact was made will be calculated.

Process

Objective #3: *Parents of CLA students will visit their child's school.*

Goal: Seventy-five percent (75%) of the parents of CLA students will come to their child's school.

Criterion: Student profile cards denoting parent initiated contacts will be tabulated. The percentage of parents coming to school will be compared to the 75% goal.

Process

Objective #4: *Parents will have a positive attitude toward the CLA Program.*

Goal: Parents surveyed will rate the effectiveness of the CLA Program satisfactory (3.0) or better on the Program Sentiment Index.

Criterion: A 10% sampling of parents will be surveyed during the second semester. Responses will be calculated and results will be compared to the 3.0 goal.

Process

Objective #5: *Students will have a positive attitude toward the CLA Program.*

Goal: Students surveyed will score 3.0 on the School Sentiment Index.

Criterion: A 10% sampling of students will be surveyed during the second semester. Their responses will be tallied. The percentage for each category will be calculated and compared with the 3.0 goal.

E. Earn and Learn Component Objectives

1. Elementary Earn and Learn and Tutorial Sub-Component Objectives:

Product

Objective #1: *Students will remain in the Earn and Learn Component throughout the academic school year.*

Goal: Once assigned to the Earn and Learn Component, 90% of the students will remain.

Criterion: Students' beginning and ending dates, as indicated on the Earn and Learn student profile card by supervisors, will be tabulated. The number of students who drop out of the program before the close of the program will be tabulated. The percentage who dropped out will be calculated and results compared to the 90% goal.

Product

Objective #2: *Students will attend school.*

Goal #1: Tutors will attend school at the 90% level.

Criterion: The daily school attendance will be tabulated for each tutor as determined by monthly ADAs. The average percentage will be calculated and the results will be compared with the 90% goal.

Goal #2: Elementary tutees and post school workers will attend school 5% better than the school population.

Criterion: The daily attendance will be tabulated for each Earn and Learn participant and the school population as determined by monthly ADAs. The average percentage will be calculated and compared with the 5% goal.

Product

Objective #3: *Students will be successful in school subjects.*

Goal: The incidence of subject failure will decrease by 50% by the end of the academic school year 1973-74.

Criterion: The number of subject failures for the first and final reporting periods will be tabulated as indicated by the report card grades. The 50% criterion will be established. The number of subject failures for the final reporting period will be tabulated and compared with the 50% goal.

Process

Objective #1: *Tutors will receive a small stipend to relieve economic stress.*

Goal: Students and parents will agree that the stipends have provided relief of economic stress. They will score 3.0 or better on the Program Sentiment Index.

Criterion: Students and parents will be surveyed during the second semester. Surveys will be calculated and results compared to the 3.0 goal.

Process

Objective #2: *Students will have successful work experiences.*

Goal #1: Students will attend work at the 90% level.

Criterion: Work site attendance will be tabulated as indicated on the student profile card. The average attendance will be calculated and the results will be compared with the 90% goal.

Figure 1

SCHOOLWIDE ANNUAL GAINS IN READING AND MATHEMATICS - 1972-73
School #139 - Grade 6, Special Curriculum (2 classes)

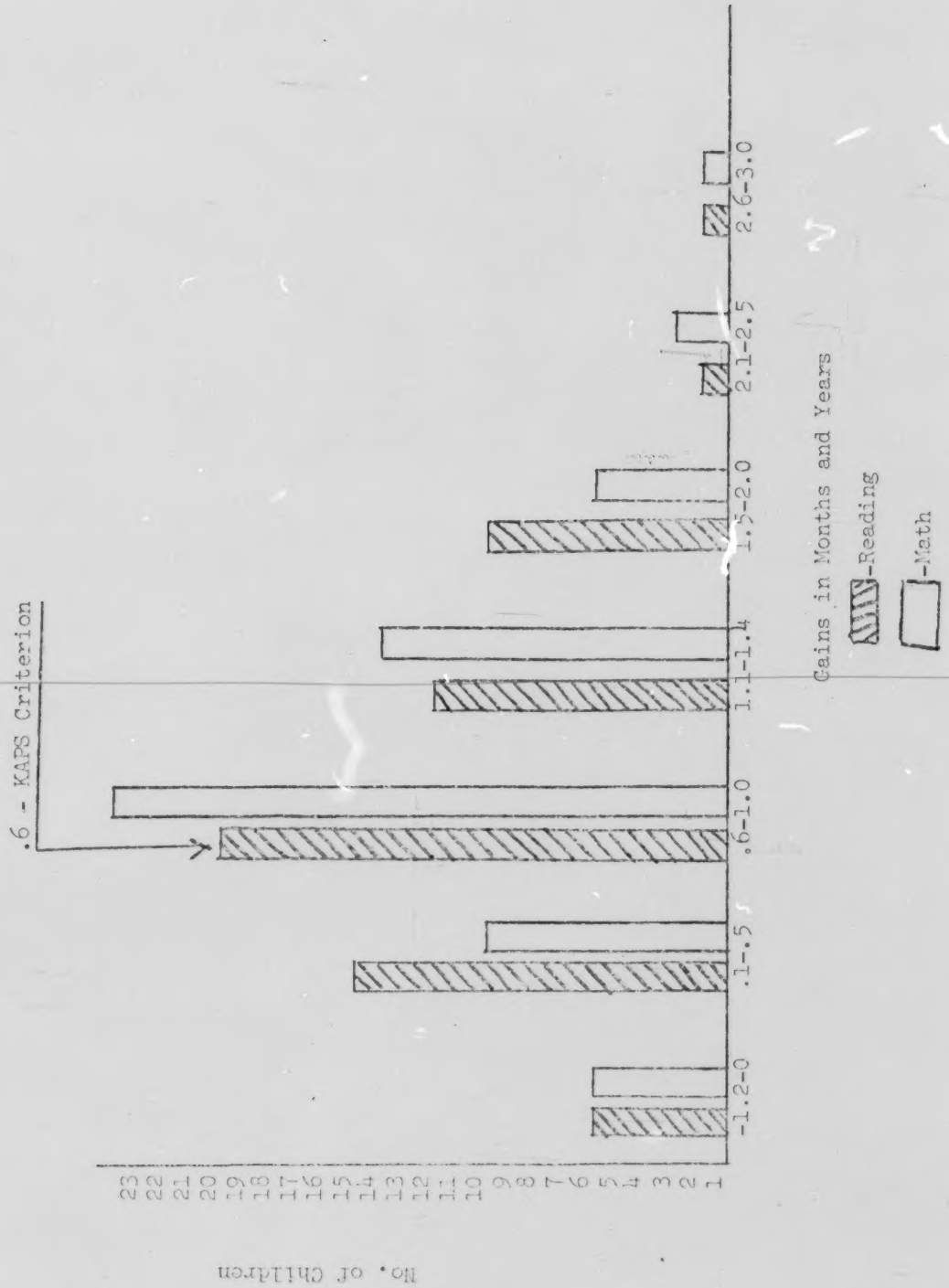


Figure 2

SCHOOLWIDE GAINS IN READING AND MATHEMATICS - 1972-73
 School #2 - Grades 4, 5, 6, Special Curriculum



Figure 3

SCHOOL #109 SCHEDULE GAINS IN READING AND MATH - 1972-1973

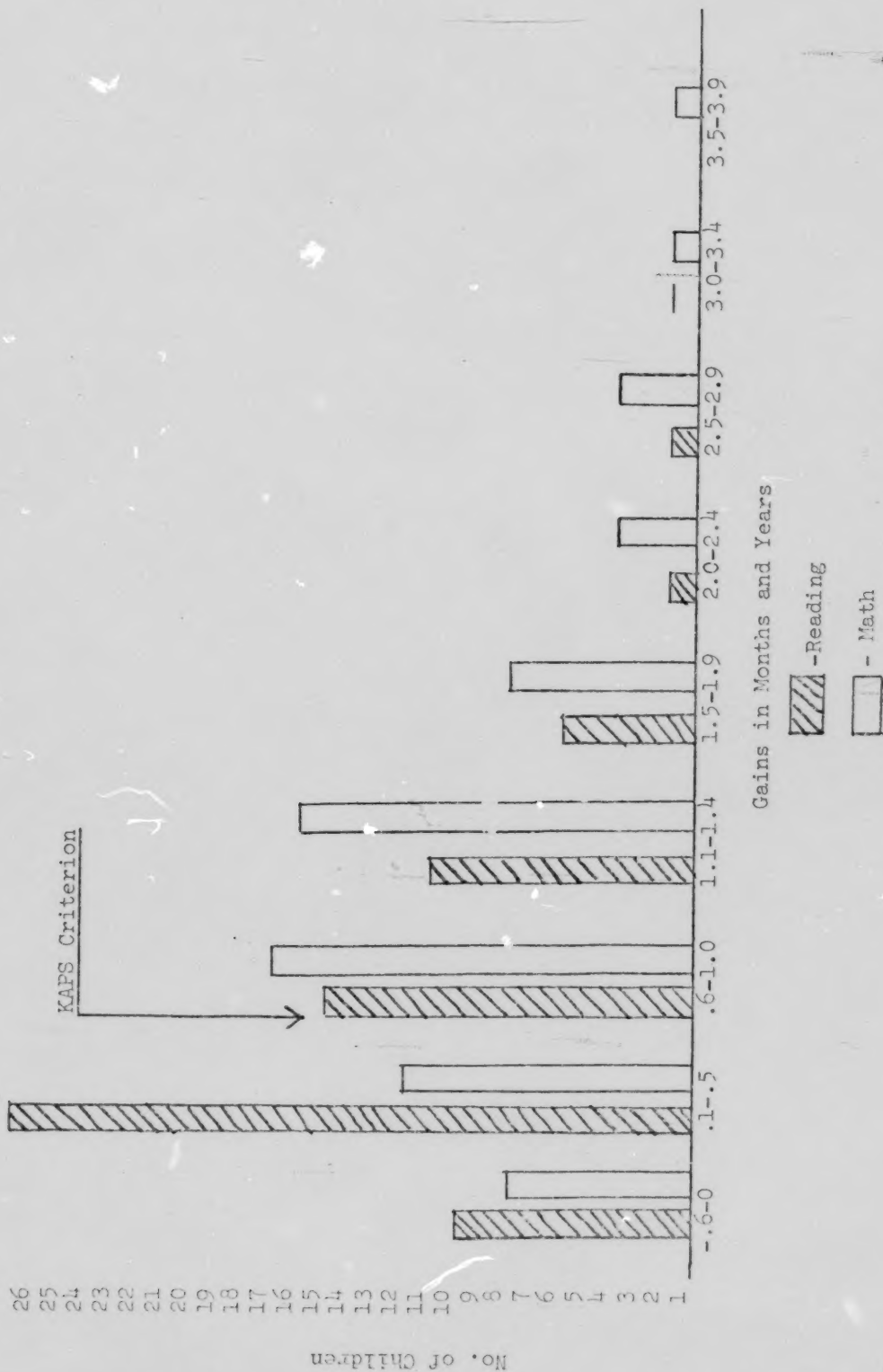


Figure 4

SCHOOL #102 SCHEDULE GAINS IN READING AND MATH - 1972-1973

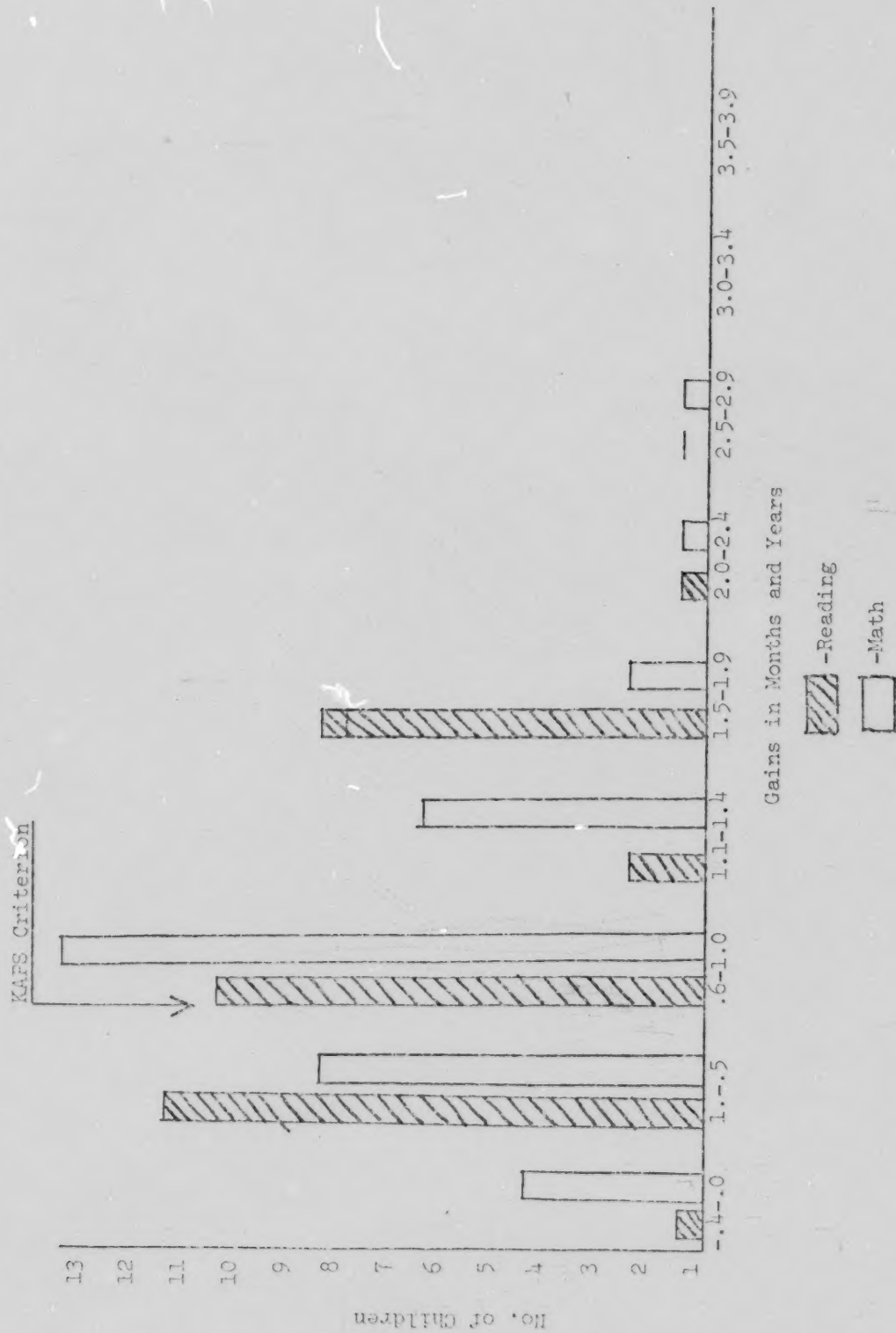


Figure 5

KAPS TWO-YEAR PILOT GROUP
Reading and Mathematics Class Averages - October, 1971 - May, 1973
Grade 6 - #139



 -Reading
 -Math

Reading Average Gain 2.5 years
Math Average Gain 2.9 years

Figure 6

KAPS PILOT CLASS - #139
Annual Gains in Reading and Math 1972-1973
Grade 6



Figure 7

KAPS PILOT CLASS - GRADE 6 - #139
Follow-up Study--October, 1971 - May, 1973
Gains in Reading and Math

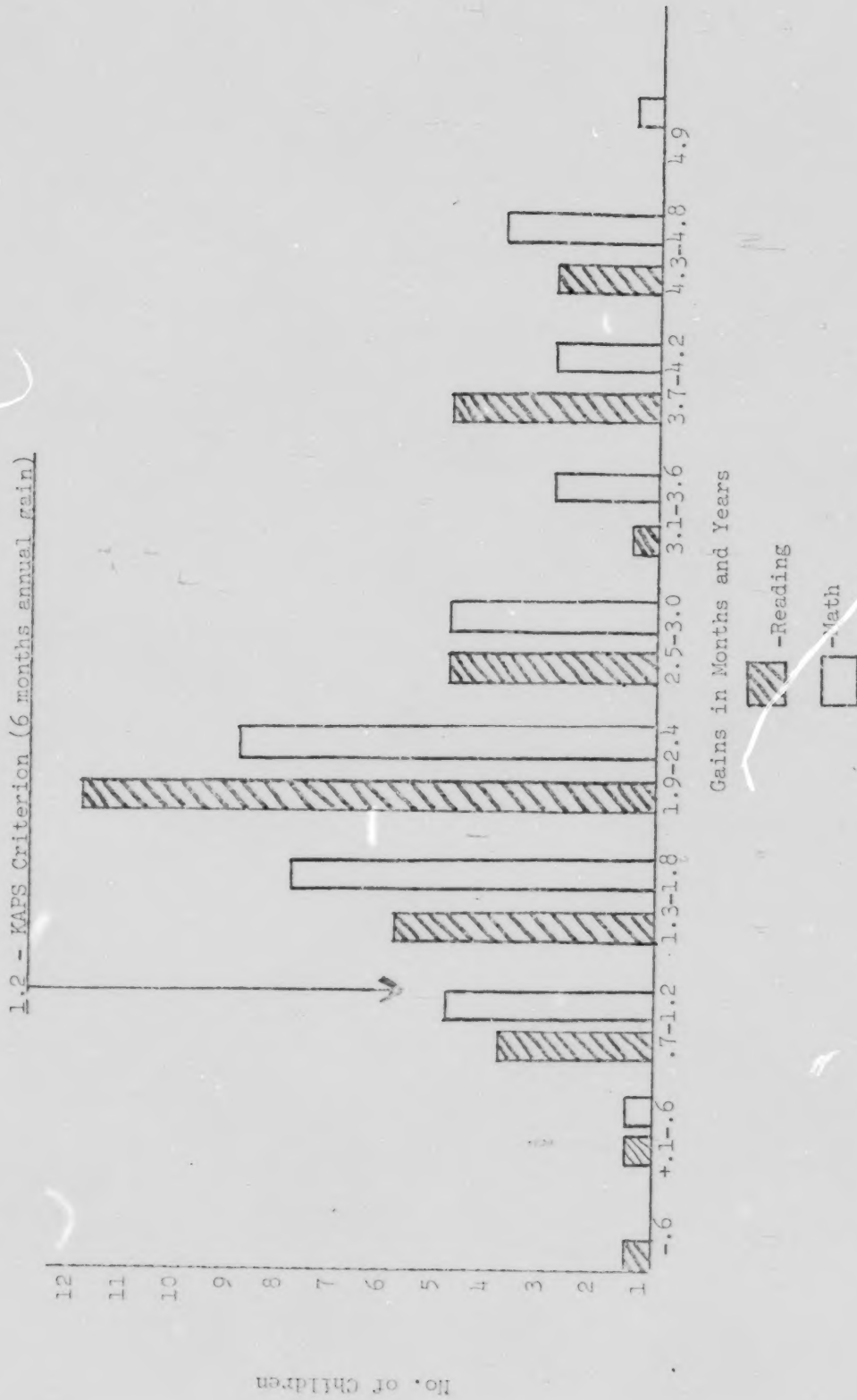
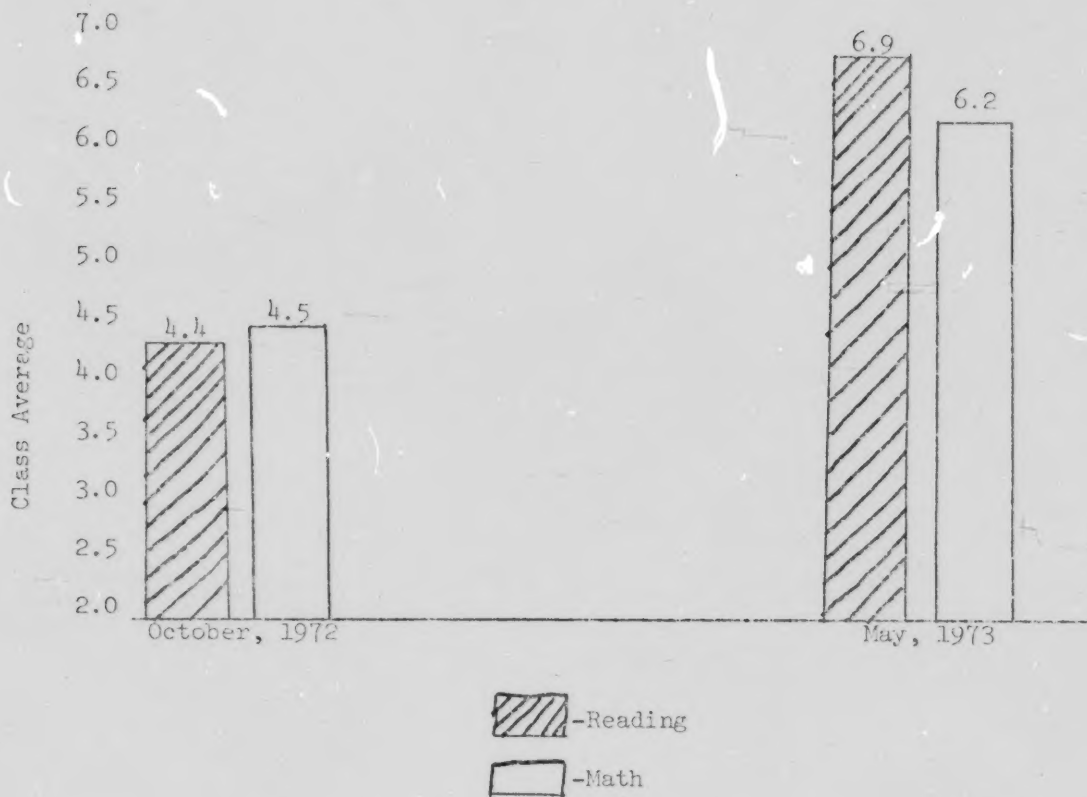


Figure 8

KAPS PILOT CLASS - SCHOOL #2
Grade 6 - Class Averages in Reading and Math
October, 1972 - May, 1973



Average Reading Gain 18 Months
Average Math Gain 17 Months

Figure 9

BREAKDOWN OF PUPILS SERVICED 1972-1973

Project KAPS Elementary Daily Program

BREAKDOWN OF PUPILS SERVICED BY DAILY PROGRAM

School No.	Pilot Classes	Boys	Girls	Total	Carry-Over Pupils	Non-KAPS Pupils
#139	3	40	21	61	38	
#2	5	80	89	169	20	
#102	3	43	35	78	34	
#109	3	45	39	84	33	
Totals	14	208	184	392	125	

Breakdown by Grade Levels

School No.	Grade	Boys	Girls	Total	Carry-Over Pupils	Non-KAPS Pupils
#139	6	19	14	33	33	
#2	6	32	34	66	13	
#102	6	14	16	30	30	
#109	6	15	22	37	7	
Totals Grade <u>6</u>		80	86	166	83	
#2	5	36	39	75	4	
#102	5	18	13	31		
#109	5	19	14	33	20	
Totals Grade <u>5</u>		73	66	139	24	
#2	4	4	10	14		
#139	ISC	21	7	28	5	
#2	ISC	8	6	14	3	
#102	ISC	11	6	17	4	
#109	ISC	11	3	14	6	
Totals ISC		51	22	73	18	

Figure 10-A

PROJECT KAPS TITLE VIII (1972-73)												
MAJOR PROGRAM MILESTONES	1972						1973					
	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Identification Pilot Classes												
Pre-Testin-Stanford Achievement												
#2												
#139												
#102												
#109												
Charts of Pre-Test Results												
#2												
#139												
#102												
#109												
Monthly Reports												
#2												
#139												
#102												
#109												
Newsletter												

Figure 10-B

PROJECT KAPS TITLE VIII (1972-73)																
MAJOR PROGRAM MILESTONES	1972						1973									
	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Identification Pilot Classes (continued)																
Sullivan Graphs							A			A				A		
Senior Teachers' Meetings						A	A	A	A	A	A	A	A	A		
Team Meetings																
School #2						A	A	A	A	A	A					
#139						A	A	A	A	A	A					
#109						A	A	A	A	A	A		A	A		
#102						A	A	A	A	A	A		A	A		
Mid-Tests																
School #2										A	A					
#139										A	A					
#109										A	A					
#102										A	A					
Demos D Tests														A		
School #2														A		
#139														A		
#109														A		

△--PLAN

△--ACTUAL

△--PLAY

ANNUAL GAINS - READING
Skill Center 1972-1973

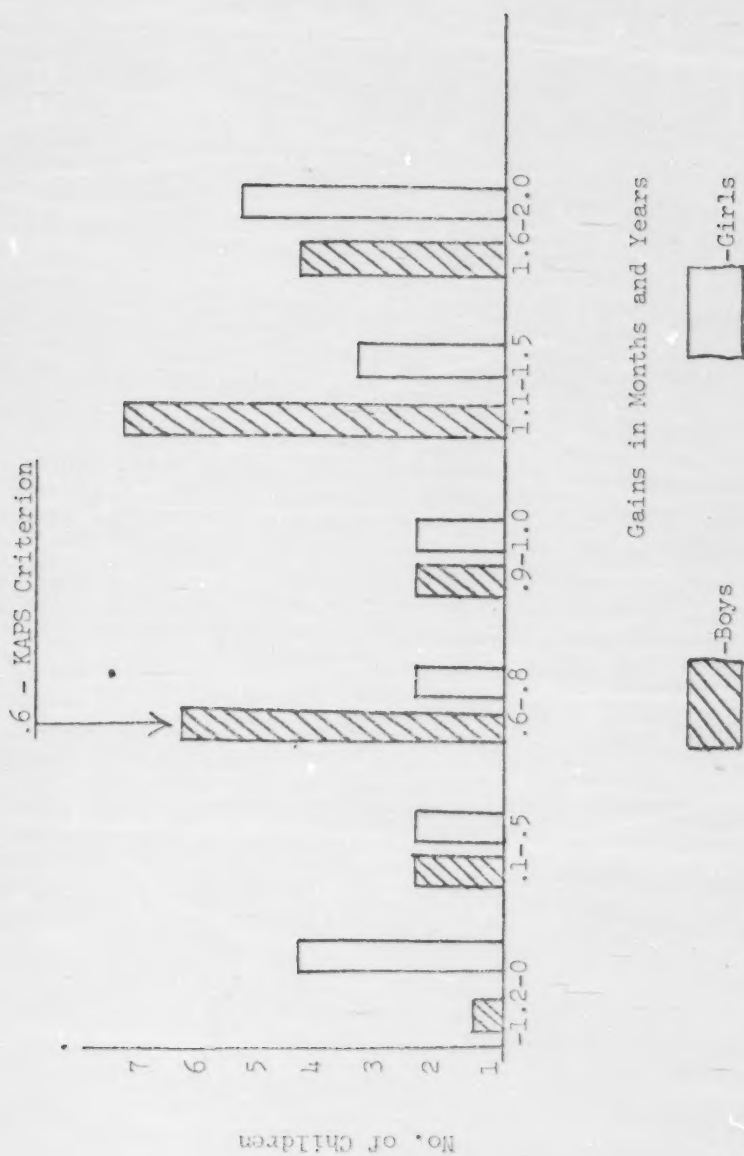


Figure 12

ANNUAL GAINS - MATHEMATICS
Skill Center 1972-1973

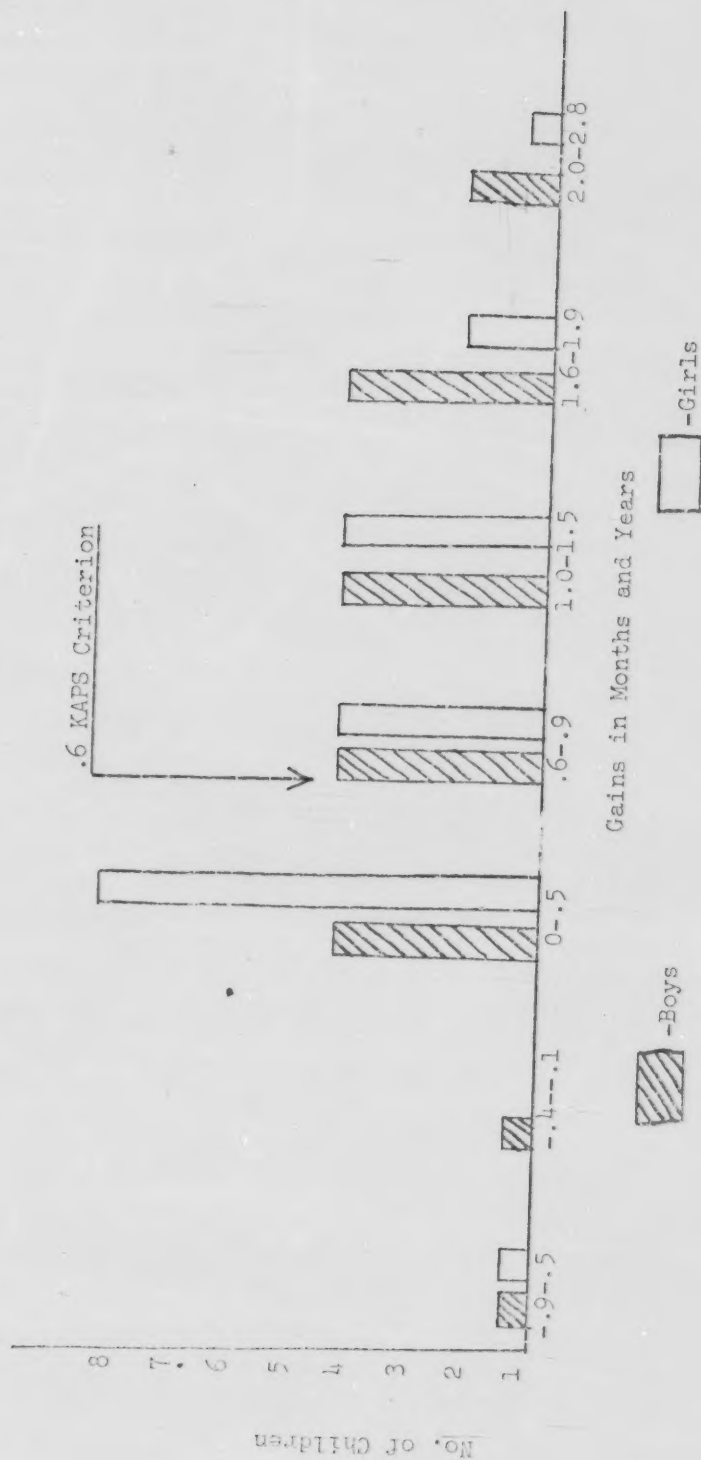


Figure 13

SKILL CENTER ATTENDANCE 1972-1973

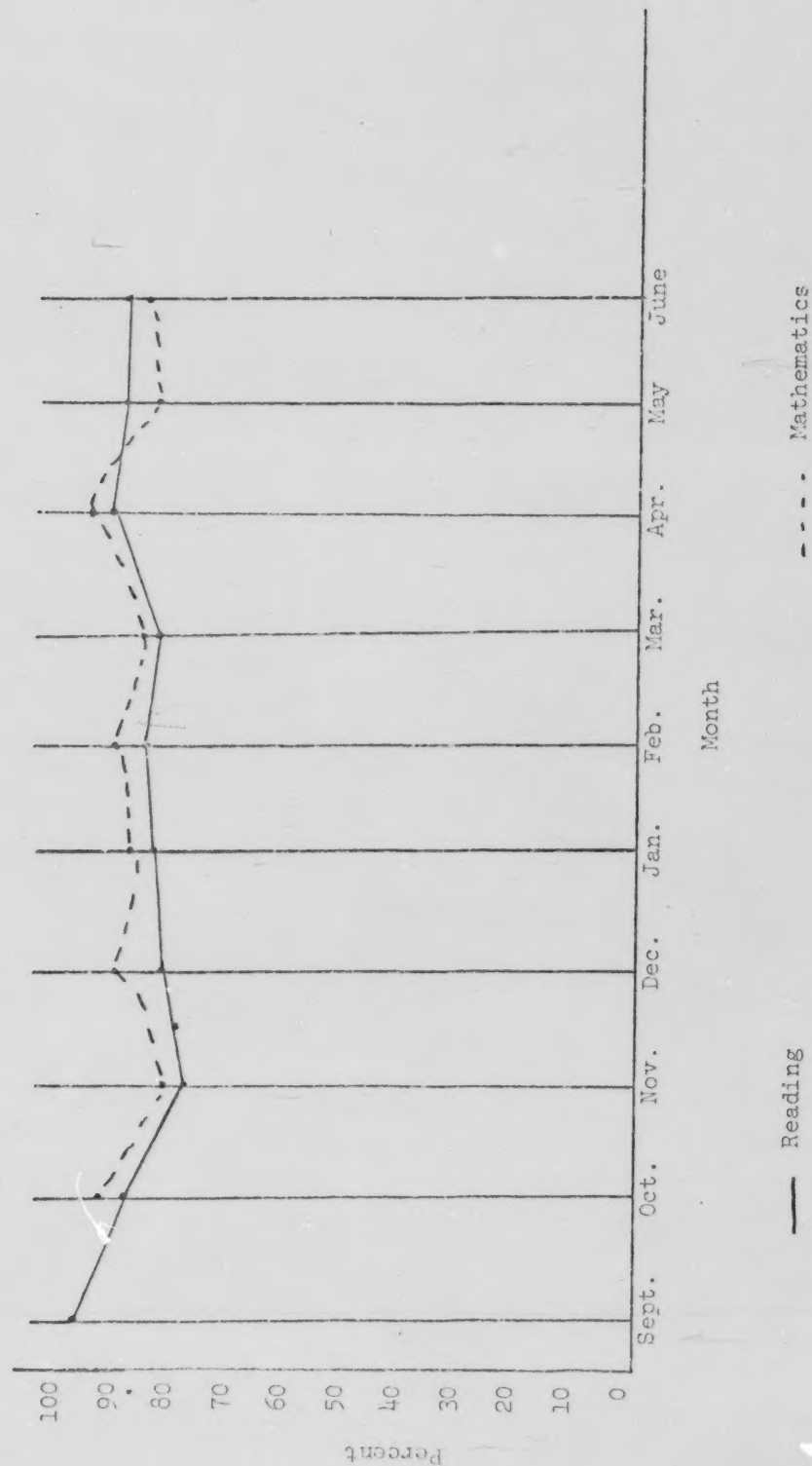


Figure 14

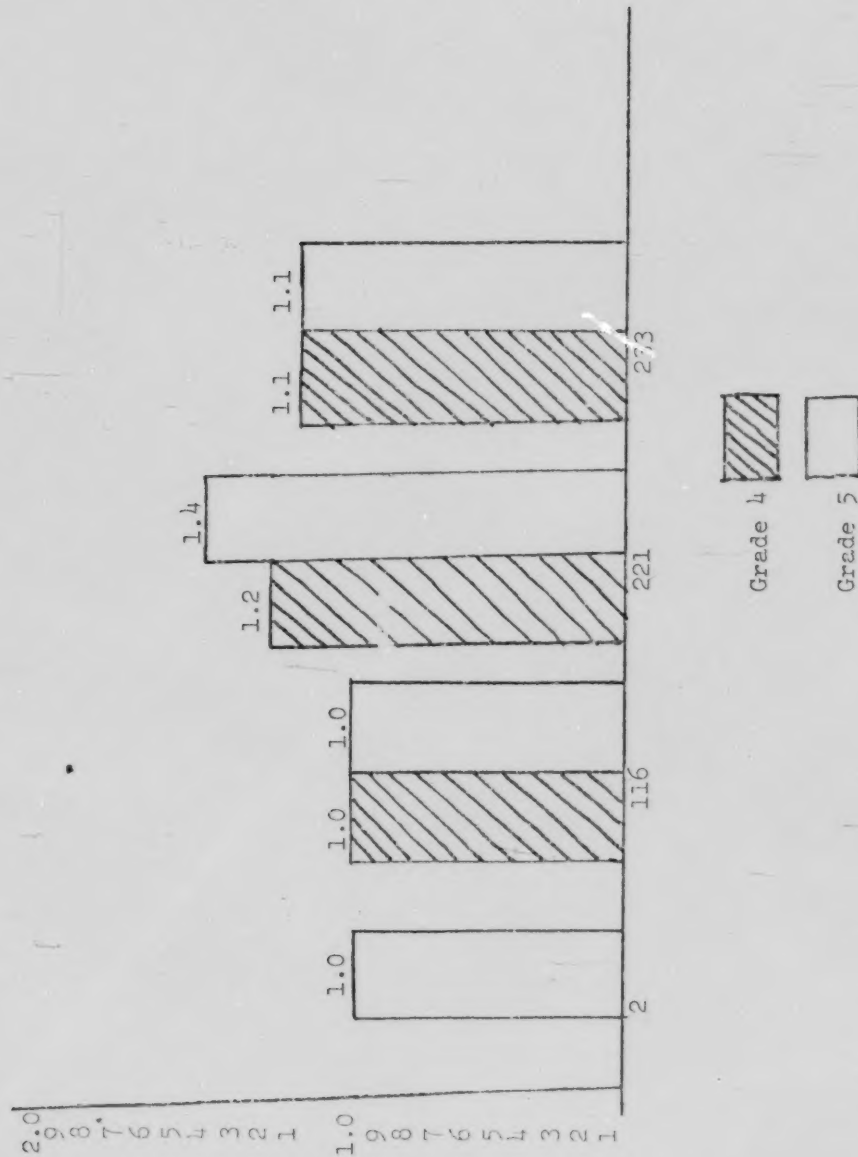
NUMBER OF SPECIAL CURRICULUM PUPILS
WHO EXCEEDED KAPS READING AND MATH GAINS CRITERIA
1972-1973

<u>SCHOOL</u>	<u>PUPILS TESTED</u>	<u>READING (.6+)</u>
#139	26	17
#2	12	8
#102	14	10
#109	12	6
TOTALS	64	41 (64%)

<u>SCHOOL</u>	<u>PUPILS TESTED</u>	<u>MATH (.6+)</u>
#139	26	19
#2	12	8
#102	13	7
#109	10	5
TOTALS	61	39 (60%)

Figure 15

Iowa Test of Basic Skills Composite Score Gains, 4th and 5th Grade
Classes in two Project KAPS Target Schools and two other Baltimore
City Elementary Schools.
1971-1972



PILOT TEACHERS' WORKSHOP ACTIVITIES

DATE	TOPIC	NO. OF PARTICIPANTS	LENGTH OF SESSION
10/ 4/71	Orientation to Sullivan Reading Program	24	2 hours
10/18/71	Programmed Learning	24	2 hours
11/ 1/71	Teaching of Reading- Concerns-Solutions- Recommendations	24	2 hours
11/15/71	Phonics-via VAKT	24	2 hours
12/ 6/71	Spelling Mastery Techniques	24	2 hours
12/13/71	Phonetic Clues to Reading Development	24	2 hours
1/ 3/72	"Rap Session" Sullivan Reading	24	1 hour
1/17/72	Contingency Management	23	1 hour
2/22/72	Contingency Management	23	1 hour
3/ 6/72	Contingency Management	24	1 hour
3/20/72	Attitudes and Values	24	1 hour
4/17/72	Attitudes and Values	24	1 hour
5/ 1/72	Attitudes and Values	23	1 hour
6/ 5/72	Evaluation	24	1 hour

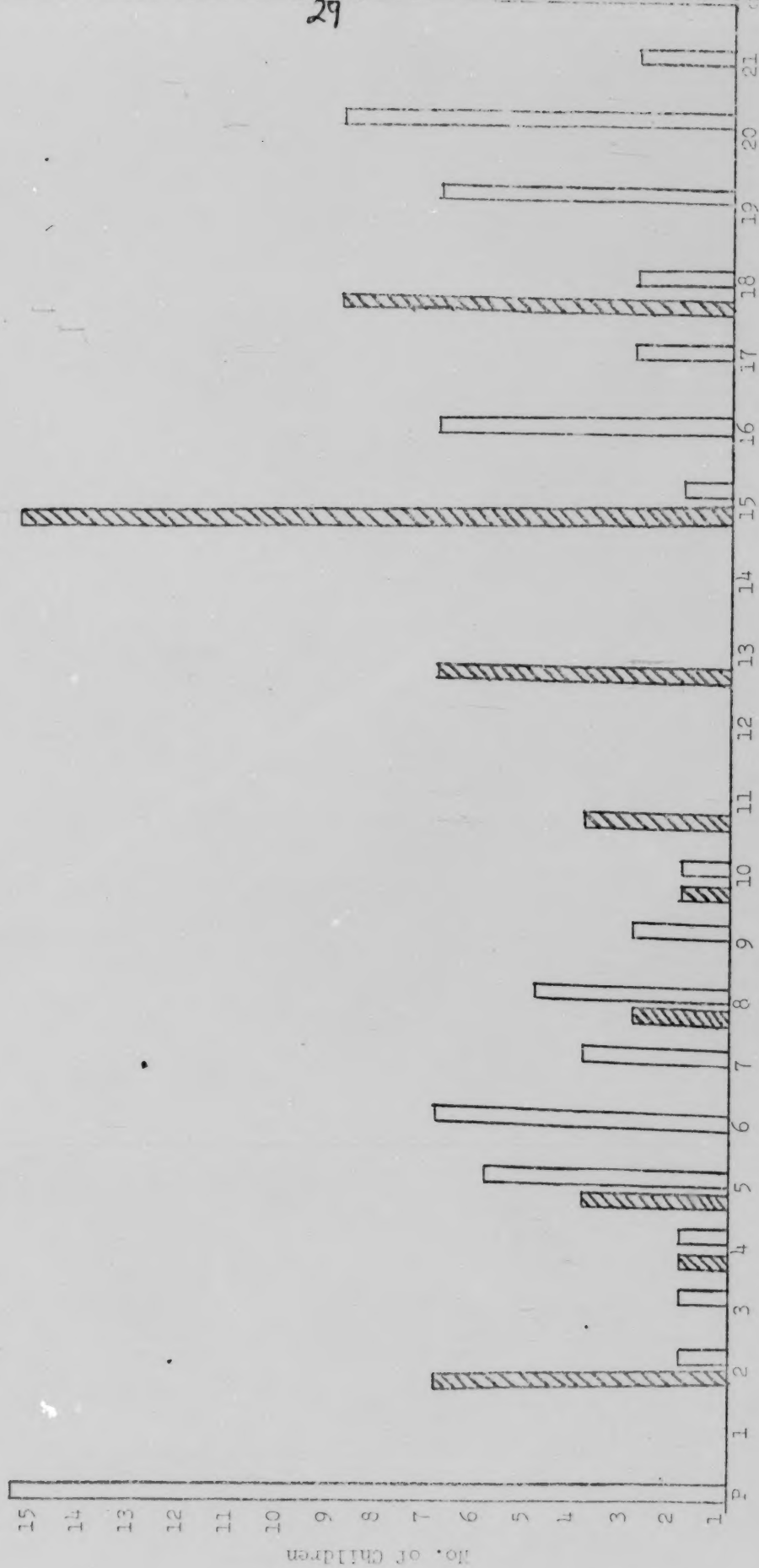
MINI-WORKSHOP

TOPIC: Integration of Materials in the Mathematics Program

2/ 8/72	School #116
2/ 9/72	School #2
2/16/72	School #109
2/18/72	School #102

Sullivan Progress Chart - 1972-73
Grade 6 - Two classes of Special Curriculum

Scale - P = Pre-Reading
Books 1 - 7 = Grades 1 - 3
Books 8 - 14 = Grades 3² - 4
Books 15 - 21 = Grades 5¹ - 6¹

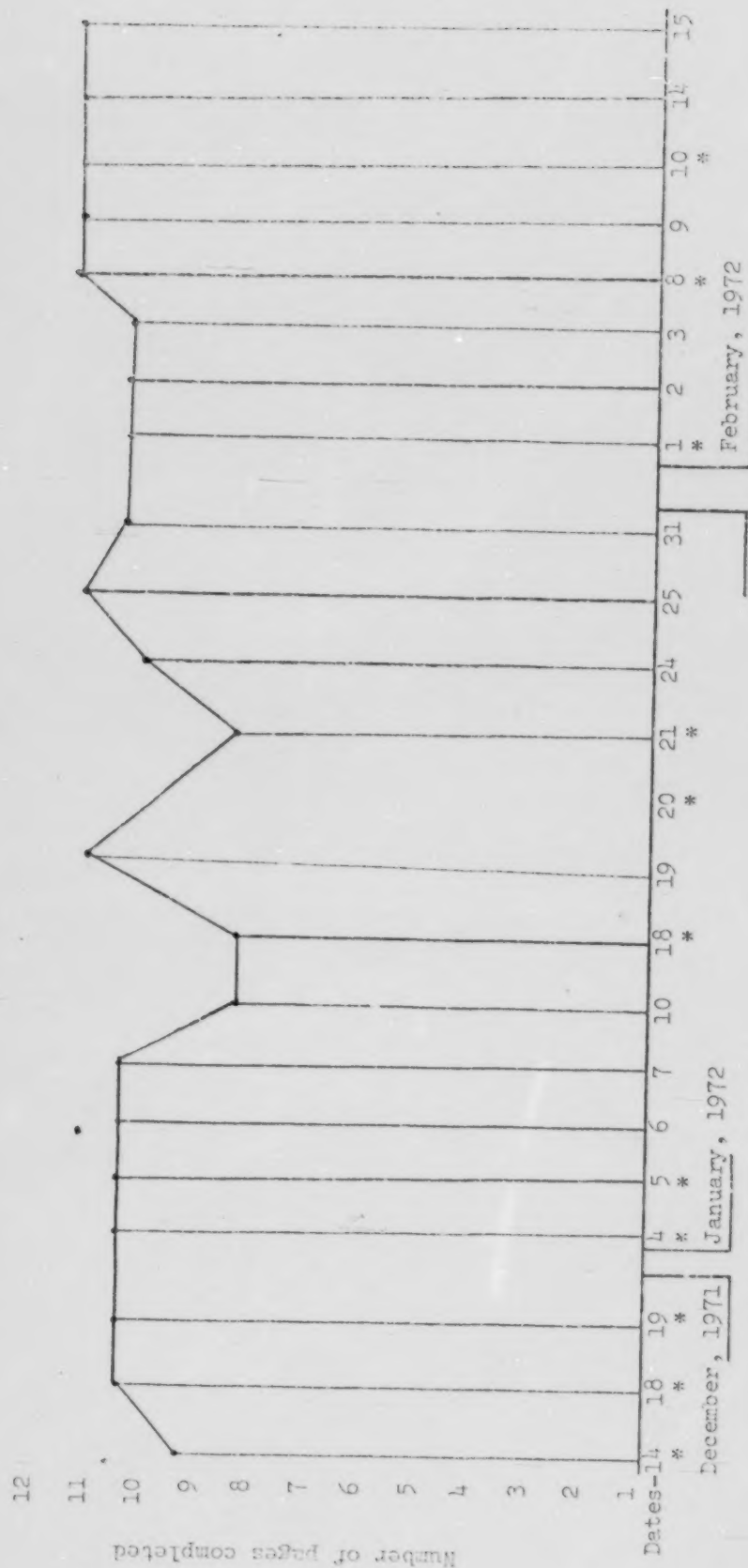


Sullivan Book Levels

-September, 1972
 -May, 1973

Individual Reading Contract -

*Denotes when reinforcer was applied.



TEACHERS' REACTIONS TO KAPS DAILY PROGRAM

"KAPS seems to be the stimulus needed to inspire children to want to attend school and to improve in their attitude and efforts."

Lillian B. Fuller
Grade 6, #109

"KAPS is a program that is excellent in helping to keep the children motivated and working hard."

Delores Burgess
Grade 5, #102

"I especially like the reading component, for the children really enjoy using it and learning from it. It makes school more enjoyable for children. It allows children to progress at their own rate."

Mary Johnson
Grade 5, #109

"I recommend Sullivan as a program to develop good reading habits of boys and girls. Children work at their own rate of speed. I plan to use it next year."

Melvin Gant
Grade 6, #109

"KAPS has been the missing link I needed to see my boys and girls improve in attendance, attitude and achievement. It has made a world of difference in my students."

Virginia Backmon
Special Curriculum, #102

"It's a joy to see the children's growth this year!

Virginia Wells
Special Curriculum, #109

"The KAPS pilot program has been a beautiful experience. It disturbs me that because of funding, the KAPS idea cannot be carried out to its fullest."

Shirleen Hill
Grade 6, #2

PUPILS' REACTIONS TO KAPS DAILY PROGRAM

"I found that KAPS was very exciting and ways to learn. We get to go on many trips to the dinner which Mr. Bush, Mrs. Bruce and others prepared for us. And we went to the baseball games played by the Orioles. And they won both games."

Andrea Byers

"The KAPS program is a program to help keep all children in school. And to help people do better in their work in school. They let us earn a lot of points for we can go on trips."

Jackie Dunson

"This year I have enjoyed coming to school on time and not being late since September."

Anthony Clowney

"KAPS is for keeping all pupils in school. I like the things we get to do in our class and school. I like KAPS very much. I hope it will be the same."

Valerie Baker

"Do you know what KAPS means? Keep all pupils in school. This class has been so nice to me that I hate to leave."

Frances Miller

"The KAPS class is very nice and the trips we have been going on are very nice. This school year has been most fruitful in turn of what has been accomplished (sic), trips as I have said before."

Ernestine Purdy

"I think KAPS was good to me because you get to go on trips and earn points and get toys and things you need or you can save your points... I wish I could stay at #109 forever."

George Brooks

Date..... December 15, 1972.....

To Mr. Earl Jones School or Dept. KAPS.....
From Rebecca E. Carroll..... School or Dept.
Subject .. Project KAPS Daily Newsletter.....

Thank you so much for sending me the Project KAPS Elementary Daily Program Newsletter for November, 1972. In fact, if it were not for this newsletter, I would not have known about Mr. Cohen, Mrs. Stokes and Mrs. Camphor, whom I hope are all improving in terms of their physical conditions.

David Wyatt must certainly be one of the proudest students in the Baltimore City Public School System. You have taken time to indicate that he has successfully completed the final book in the series of the Sullivan Reading Program. He must be a very good reader. Please express my congratulations to him as well as my commendations to all of the adults who had any part in contributing to the success of this student.

Your parents, as well as your STAY Center, must also be contributing factors to the success of Project KAPS. Thank you so much for your communication.

mj

Appendix A-#5

OFFICE OF THE MAYOR



Quentin R. Lawson
Education Liaison Officer

Telephone 752-2000 Ext. 397, 467-4000 Ext. 1515

5

October 3, 1972

Mrs. Mae Medders
School #139

I like the name in which you RE-KAPPED the news for September. It was also very rewarding to read that you were serving 450 pupils.

Congratulations to you and your pilot teachers upon producing such growth in reading and math.

Best wishes for a great year.

Quentin R. Lawson

cc: Mr. Earl Jones

Appendix B-#1 - A

PROJECT KAPS
David E. Weglein School #2-2A
200 S. Central Avenue
Baltimore, Maryland 21202

Referral Sheet for Admission to Skill Center

Name _____

Grade _____

Date of Birth _____

Room _____

Grades Repeated _____

Attendance Pattern _____

Reading Level _____

Arithmetic Level _____

Attitude

Work Habits

Reason for Referral

Other Information

Principal

Teacher

PROJECT KAPS
David E. Weglein School #2-2A
203 S. Central Avenue
Baltimore, Maryland 21202

SKILL CENTER PUPIL EVALUATION RECORD
Reading

Name:
Room:

Date:
Teacher:

		Achievement Code			
		A-Outstanding	B-Good	C-Satisfactory	D-Poor
		U-Unsatisfactory			
SKILL	RATING				
Spelling				Inade-quate	Im-proved
Vocabulary					Ade-quate
a. Defines many sight words				Perceptual Accuracy Is able to recog- nize sight words quickly	
b. Uses phonics				Visual Efficiency Is able to change new vocabulary into right words	
c. Gets meaning of words from the sentence				Reading Rate	
Comprehension				ATTENDANCE	
a. Can tell the main idea				Regular _____	
b. Can put facts in proper order				Irregular _____	
c. Sees relationships between ideas				Periods Missed _____	
d. Can organize ideas					
e. Can tel what will happen next					
f. Understands char-acter traits					
g. Understands dif-ference between fact and opinion					
Listening					

Code
1 - Good 2 - Satisfactory 3 - Unsatisfactory

Habits	Rating
Respects the rights and property of others	
Is courteous in dealing with others	
Has cooperative attitude toward work	
Follows directions	
Is neat and orderly in work	

PROJECT KAPS
David E. Weglein School #2-2
200 S. Central Avenue
Baltimore, Maryland 21202

SKILL CENTER PUPIL EVALUATION RECORD
Distar Arithmetic

Name: _____

Date: _____

Room: _____

Achievement Code

A - Outstanding

B - Good

C - Satisfactory

D - Poor

U - Unsatisfactory

SKILL	RATING
Counting to a Number	
Counting Events and Objects	
Object Counting	
Symbol Identification	
Line Counting	
Counting Events and Time	
The Meaning of Plus	
Counting from a Number	
Increment Addition	
Making Lines from Numbers	
HABITS	
Respects the rights and property of others	
Is courteous in dealing with others	
Has cooperative attitude toward work	
Follows directions	
ATTENDANCE	
R - Regular I - Irregular	

Senior Teacher

PROJECT KAPS

David E. Weglein School 62-2A
200 S. Central Avenue
Baltimore, Maryland 21202

Dear Parents,

This report covers a special reading and language program we are giving the boys and girls. We use this work to improve the reading and language skills of the boys and girls. Some of these topics may not be familiar to you so we will try to explain them.

Reading

1. Symbol Action Games
These are given to teach the children to follow instructions.
2. Rhyming
We do this to teach them to rhyme a given word with another so that they can make finer sound differences.
3. Blending
The child hears the word in parts and then puts the parts together.
4. Sounds and Reading Sounds
Here the child learns to say words a sound at a time. This will help him say longer words. He does this without writing.

Language

1. Identity and Action Statements
The children are asked questions about different objects. They answer them in full sentences. These answers are important to logical thinking.
2. Polars
Polars are opposites. We use this to compare objects: for example: wet-dry, full-empty, etc. This helps the child to see there are always two ways to describe an object.
3. Preposition
Working with prepositions they understand is a way of helping them learn more difficult prepositional phrases they will get later on.
4. Categories
The child learns that an object can be classified in different ways. They know what a car is but they may not know a car is a vehicle.
5. Parts
These help the child understand how the whole-part relationship works. Learning the parts of everyday objects increases their vocabulary.

This information covers exactly the work we gave your child this quarter. We hope it will be of some value to you.

The Skill Center Teacher

PROJECT MAPS

David E. Weglein School #2-2A
200 S. Central Avenue
Baltimore, Maryland 21202

SKILL CENTER PUPIL DATA SHEET

[illegible]

THOMAS W. HARRIS
 100 N. Central Avenue
 Baltimore, Maryland 21201

Skill Center Pupil Evaluation Record

Mathematics

Name: _____ Date: _____
 Room: _____ Teacher: _____

Achievement Code

A - Outstanding B - Good C - Satisfactory D - Poor
 U - Unsatisfactory

Area of Growth Rating

Number facts _____

Is able to use the number line _____

Understands the four processes

Addition _____

Subtraction _____

Multiplication _____

Division _____

Is accurate in using numbers _____

Understands the vocabulary of arithmetic _____

Attendance

Regular _____ Irregular _____ Periods Missed _____

Code

1 - Good 2 - Satisfactory 3 - Unsatisfactory

Habits	Rating
Respects the rights and property of others	
Is courteous in dealing with others	
Has cooperative attitude toward work	
Follows directions	
Completes assignments in a reasonable time	

Check List of Instructional Needs

Mathematics

Needs help in:

1. Number Facts _____
2. Associating Numbers
with Points on the
Number Line _____
3. Column addition _____
4. Subtraction _____
5. Multiplication _____
6. Division _____
7. Decimal point
Place Value _____
8. Interpreting
Number Sentences _____
9. Problem Solving _____
10. Understanding and
Using Measures _____
11. Common Fractions _____

Check List of Instructional Needs

Need help in:

	Reading	
I. Oral		Comments
Rate	_____	_____
Accuracy	_____	_____
Comprehension	_____	_____
II. Silent		
Understanding and Remembering Facts	_____	_____
Finding Main Ideas	_____	_____
Understanding Inferences	_____	_____
Summarizing and Organizing	_____	_____
Dictionary Skills	_____	_____
Predicting Outcomes	_____	_____
Following Directions	_____	_____
Vocabulary	_____	_____
III. Phonics (Visual and Auditory Skills)		
Sight Vocabulary	_____	_____
Trying Difficult Words	_____	_____
Word Endings	_____	_____
Syllabication	_____	_____
Sounds of Blends	_____	_____
Enunciation	_____	_____
Initial and Final Single Sounds	_____	_____
Sounds of Vowels	_____	_____
Use of Context Clues	_____	_____
Ignoring Punctuation	_____	_____

PROJECT KAPS

David E. Weglein School #2-2A

290 S. Central Avenue

Baltimore, Maryland 21202

Phase-Back Information Sheet

Date: _____

Name: _____

Grade: _____

Room: _____

Teacher: _____

TEST DATA

Name of Test	Pretest Gr. Equiv.	Post Test Gr. Equiv.	Gain	Loss

Appendix B-#1 - J

SKILL CENTER ATTENDANCE FORM #2

_____ Reading _____ Mathematics



KAFS PILOT CLASS ... TEST COURSE

Indicates children in Pilot Class 1971-72

Pre-Test For

Mid Test Form

Post Test Form

Appendix B-73

BALTIMORE CITY PUBLIC SCHOOLS
Project KAPS
411 N. Caroline Street
Baltimore, Maryland 21231

Staff Meeting Attendance

Coordinator: _____

Meeting Period (Circle one):

Component: _____

Weekly Bi-Weekly

Staff Net Roll: _____

Monthly Bi-Monthly

Other: _____

Period	Number Absent Per Meeting				
	1st Wk	2nd Wk	3rd Wk	4th Wk	5th Wk
September					
October					
November					
December					
January					
February					
March					
April					
May					
June					

BALTIMORE CITY PUBLIC SCHOOLS
Project KAPS
Baltimore, Maryland 21231

Classroom Evaluation Sheet

Observer: _____	Teacher: _____	Source of Information: (Circle one)
Position: _____	Grade: _____	Observation _____
Date: _____	Subject: _____	Conference _____
Activity: _____	School: _____	Team Meeting _____
Date of Report: _____	Class - Group - Individual	Lesson Plan _____
		Report _____
		Student Progress Records _____
		Other: _____

I. TEAM MEETING INFORMATION

No. of Team Meetings Held: _____

No. of Individual Conference Held: _____

No. of Meetings and Conferences Teacher Attended: _____

I. TEACHER INFORMATION

How do you rate the following as being in direct relation to their students' needs:

Program in use?	Excellent	Very Good	Good	Fair	Poor
Availability of materials?	Excellent	Very Good	Good	Fair	Poor
Learning environment?	Excellent	Very Good	Good	Fair	Poor
Teaching technique being used?	Excellent	Very Good	Good	Fair	Poor
Student motivation?	Excellent	Very Good	Good	Fair	Poor
Teacher preparedness?	Excellent	Very Good	Good	Fair	Poor

II. STUDENT INFORMATION

How do you rate the following as being in agreement with their students' needs:

Need identification source?	Excellent	Very Good	Good	Fair	Poor
Frequency of assessment?	Excellent	Very Good	Good	Fair	Poor
Correlation of assessment time and program placement?	Excellent	Very Good	Good	Fair	Poor
Reinforcement activities?	Excellent	Very Good	Good	Fair	Poor

IV. COMMENTS

Appendix B-#5

Sample report to parents

BALTIMORE CITY PUBLIC SCHOOLS
Project KAPS
411 N. Caroline Street
Baltimore, Maryland 21231

November, 1972

Dear Parents:

Your child is a member of a Project KAPS Pilot Class, which is using learning materials designed to improve his reading ability. The class is using the Sullivan Programmed Readers, an individualized program in which the child works at his own speed.

A Project KAPS teacher works very closely with the pupil's reading teacher to give him the benefit of all of the materials available to the project through government funds.

There are twenty-one (21) books in the program. The pupil begins at the level where he can be successful and advances as rapidly as he is able. There are regularly - spaced tests which show the pupil and the teacher how well he is progressing. Below, you will see a table which shows the Sullivan book level as it corresponds to the regular grade level. Your child's teacher has placed his book level on the regular report card.

We hope that as the year progresses, you will see much improvement in your child's reading. Please feel free to visit the school and discuss any of your questions either with the child's regular teacher or the KAPS teacher.

Here is the progress table:

Books 1, 2, 3 & 4.....	Grades 1 to 2
Books 5, 6, 7 & 8.....	Grades 2 through 3
Books 9, 10, 11 & 12.....	Grade 4
Books 13, 14, 15 & 16.....	Grade 5
Books 17, 18, 19, 20 & 21.....	Grade 6

Very truly yours,

Mae Meeders
Senior Teacher
Project KAPS

MM:jh

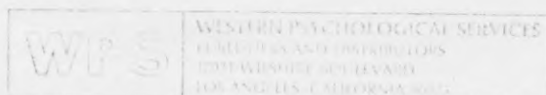
THE DEMOS D SCALE

- by -

George D. Demos, Ph.D.

California State College at Long Beach

Published by



WESTERN PSYCHOLOGICAL SERVICES
1373 WILSON BOULEVARD
LOS ANGELES, CALIFORNIA 90017

A DIVISION OF MANSON WESTERN CORPORATION

WHY YOU ARE DOING THIS: To find out more about yourself so you can do those things which are important to you.

WHAT YOU ARE TO DO:

1. Please fill the spaces below with your name, date, address, age, date of birth, your sex, grade in school, name of school.

Name		Date
Address		
Age	Date of Birth	Sex
Grade in School		Name of School

2. In this booklet are 29 statements. Under each statement are five answers.

Choose the one answer you agree with most. Then draw a circle around that answer.

Then go on to the next statement. Do this until you finish the booklet. You will have time to finish the booklet.

3. Please turn the page and begin.

Do Not Write Below This Line

DDS PROFILE

Clinical Probabilities

BASIC AREA SCORES	DDS TOTAL SCORE	Little	Some		Even		Strong		Very Strong	
		5 in 100	25 in 100	39	50 in 100	60	70 in 100	80	90 in 100	100
		29	30	39	40	79	80	89	90	145
T		10	11	15	16	25	26	35	36	50
E		9	10	15	16	25	26	35	36	45
P		5	6	10	11	15	16	20	21	25
S		5	6	10	11	15	16	20	21	25

REMARKS:

Copyright © 1965, 1970 by WESTERN PSYCHOLOGICAL SERVICES

Not to be reproduced in whole or in part without written permission of copyright owner.
All rights reserved.

Printed in U.S.A.

BALTIMORE CITY PUBLIC SCHOOLS
Project KAPS
Baltimore, Maryland 21221

Reaction Sheet for KAPS
Pilot Class Students

Grade: _____

General Information: There are 10 items. Under each are five choices. Please indicate your first reaction by circling the choice you agree with most.

Sample: How do you rate the T.V. Show, "Soul Train"?

Excellent (Very Good) Good Fair Poor

Please do not sign this reaction sheet.

1. How do you rate the Pilot Class Program in:

Reading/English?	Excellent	Very Good	Good	Fair	Poor
Math?	Excellent	Very Good	Good	Fair	Poor
Social Studies?	Excellent	Very Good	Good	Fair	Poor
Science?	Excellent	Very Good	Good	Fair	Poor

2. How do you rate the Pilot Class Teachers?

Reading/English?	Excellent	Very Good	Good	Fair	Poor
Math?	Excellent	Very Good	Good	Fair	Poor
Social Studies?	Excellent	Very Good	Good	Fair	Poor
Science?	Excellent	Very Good	Good	Fair	Poor

3. How do you rate the materials used in the Pilot Class?

Reading/English?	Excellent	Very Good	Good	Fair	Poor
Math?	Excellent	Very Good	Good	Fair	Poor
Social Studies?	Excellent	Very Good	Good	Fair	Poor
Science?	Excellent	Very Good	Good	Fair	Poor

4. How do you rate the special activities (points, movies, trips, book talks, etc.) of the Pilot Class?

Excellent Very Good Good Fair Poor

5. How do you rate Pilot Teachers in making you feel welcomed in her (his) class?

Reading/English? Excellent Very Good Good Fair Poor

Math? Excellent Very Good Good Fair Poor

Social Studies? Excellent Very Good Good Fair Poor

Science? Excellent Very Good Good Fair Poor

6. How do you rate the Pilot Class Program in making you want to stay in school?

Excellent Very Good Good Fair Poor

7. How do you rate the Pilot Class Program in making you want to come to school more days this year than last year?

Excellent Very Good Good Fair Poor

8. How do you rate the Pilot Class Program in keeping you from being suspended from school?

Excellent Very Good Good Fair Poor

9. How do you rate the Pilot Class Program in making you earn better grades in school?

Excellent Very Good Good Fair Poor

10. How do you rate the Pilot Class Program in helping you like school more?

Excellent Very Good Good Fair Poor

- 50 -
 Appendix B-1
 BALTIMORE CITY PUBLIC SCHOOLS
 Project KPS
 Baltimore, Maryland 21201

Evaluation of Instructional
 Programs and Activities

General Information: There are 10 questions. Under each question are five answers. Indicate your first reaction by circling the choice you agree with most.

Sample: How do you rate the T.V. Show, "Soul Train"?

Excellent Very Good Good Fair Poor

1. How do you rate the suitability of the experimental reading and/or math programs for:

Grade Level?	Excellent	Very Good	Good	Fair	Poor
Subject Area?	Excellent	Very Good	Good	Fair	Poor
Ability Area?	Excellent	Very Good	Good	Fair	Poor
Student					
Motivation?	Excellent	Very Good	Good	Fair	Poor

2. How do you rate the achievement and/or placement tests in identifying students' academic needs?

Excellent Very Good Good Fair Poor

3. How do you rate the correlation of the experimental programs with satisfying students' academic needs?

Excellent Very Good Good Fair Poor

4. How do you rate the effectiveness of these programs and materials in improving your students:

Attendance?	Excellent	Very Good	Good	Fair	Poor
Achievement?	Excellent	Very Good	Good	Fair	Poor
Attitude?	Excellent	Very Good	Good	Fair	Poor

5. How do you rate team planning (Pilot Class Meetings) sessions?

Excellent Very Good Good Fair Poor

6. How do you rate the effectiveness of the newer teaching techniques you have been exposed to?

Excellent Very Good Good Fair Poor

7. How do you rate the correlation between these teaching techniques and programs being used?

Excellent Very Good Good Fair Poor

(2)

8. How do you rate the special activities provided by the KAPS Program?

Excellent Very Good Good Fair Poor

9. How do you rate the desirability of utilizing the innovative programs and teaching techniques in the regular school program?

Excellent Very Good Good Fair Poor

10. Circle the additional services you have used:

Sr. Teacher

Coordinators

Earn and Learn

Post-School

Tutor

Tutee

Resource Teacher

Community Liaison Assistant

TAP

Skills Center

STAY Center

KAPS Counselor

Others: _____

11. How do you rate the effectiveness of additional services provided?

Excellent Very Good Good Fair Poor

Rating for EAFS Participants

Group: _____ No. Surveyed: _____ Prepared by: _____

	Excellent	Very Good	Good	Fair	Poor	Terrible
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						

Tally Sheet for NPS Instructional Participants

Type: _____

Number Surveyed: _____

School: _____

Date: _____

Prepared by: _____

	Excellent	Very Good	Good	Fair	Poor	Tot.
1. a						
b						
c						
d						
2.						
3.						
4. a						
b						
c						
5.						
6.						
7.						
8.						
9.						
0.						

Report
Cards

Your Child
At Work
In Reading

TEA
PARTY

Free
Souvenirs

Keeping ABE Pupils in School

- WHEN: Monday, November 20, 1972 at 10:00 A.M.
- WHERE: School #139 - Room 205
- WHO: Parents of Children in the KAPS Reading Program
- WHAT: See your child at work in his classroom; have refreshments with the KAPS staff; receive your child's report card; take a souvenir.
- YOUR
HOSTESSES: Mae Medders, Bessie Nichols and Dimple Darity

OPERATION KEEPProject KAPS

Operation KEEP refers to the KAPS Experience for Elementary Pupils through the Daily Program Component. In 1972-73, the component serviced some 400 pupils in fourteen pilot classes of four elementary schools within the KAPS cluster.

The schools included Charles Carroll of Carrollton #139 with three classes; David E. Weglein #2 with five classes and a Skill Center; Broadway Elementary #109 with three classes, and Thomas G. Hayes School #102, with three classes.

The component's operation was based upon identification of dropout prone pupils on the upper elementary level. Its terminal goal was dropout prevention through early diagnosis of instructional needs and the immediate application of prescriptions. Annual objectives were to raise reading and mathematics levels on standardized tests by six months; to increase attendance rates; to improve pupil-teacher attitudes; and to train teachers in a modified use of Daily Program.

Operation KEEP functioned four years, ending in June, 1973. This report is concerned with the final two years when the component revolved around pilot classes.

In 1971-72, pupils in nineteen pilot classes in five schools averaged gains of nine months in reading and seven months in mathematics. In 1972-73, of 297 pupils post tested in May, 64% exceeded the KAPS criterion in reading and 65% exceeded the criterion in mathematics. Figures 1 through 4 depict the breakdown of gains in reading and mathematics for

each school.

A group of 32 sixth graders at #139 who were pilot pupils for 18 months averaged a class gain of 2.5 years in reading and a class 2.9 gain in math during the pilot study (Figure 5). In this group, 78% of the pupils exceeded the KAPS criteria in both reading and math for 1972-73 (Figure 6) and 84% exceeded the criteria for math and reading over the two-year span (Figure 7).

At School #2, a sixth grade class of one year averaged gains of 18 months in reading and 17 months in mathematics (Figure 8).

KEEP's pilot classes were composed of fourth, fifth, sixth grade and Special Curriculum pupils. They included 123 follow-up pupils from pilot classes the previous year. The sixth grade at #139 offered the best follow-up study because of enrollment and placement stability. The sixth grade at #102 is not included in results of this report because of the pilot teacher's loss to the program due to a year's illness. Figure 9 depicts a breakdown of pilot classes serviced.

Target students met at least two of the KAPS criteria for identification of dropout prone pupils. Criteria included:

- (1) achievement scores two or more years below level in reading and/or mathematics
- (2) records of poor attendance
- (3) consistent problems of behavior
- (4) grade repetition
- (5) evidence of poor self-image

Pilot teachers were regular members of the Baltimore City Department of Education. In the initial year of service (1971-1972), they received

a \$500 stipend. In the final year, they served without additional pay.

Three teachers on loan from the Baltimore City Department of Education served as senior teachers for the four schools and were salaried through KAPS. One of these maintained the Skill Center. Another served as KEEP coordinator. Prior to the final year there were six senior teachers and a reading clinician.

Listed are the activities of the KAPS senior teacher (exclusive of Skill Center):

- (1) coordinated the Daily Program within the assigned school
- (2) served as team leader for pilot teachers
- (3) demonstrated for and trained pilot teachers in the use of materials and methods
- (4) worked in the classroom on a cooperative basis
- (5) worked with small groups of pilot pupils outside of the regular classroom
- (6) supervised the formal testing program
- (7) provided on-going diagnostic information for teachers
- (8) provided on-going evaluative data for teachers, pupils, principals and KAPS management
- (9) organized cultural enrichment experiences for pupils
- (10) involved parents in pilot class activities
- (11) trained pilot teachers to use principles of behavior modification

The Skill Center teacher:

- (1) provided diagnostic-prescriptive treatment for pilot class pupils (at School #2) with extreme deficiencies in reading or mathematics
- (2) conducted daily reading and mathematics periods in the center to supplement the classroom program

- (3) provided a variety of instructional approaches
- (4) provided follow-up prescriptions for pupils to classroom teachers

The KEEF coordinator:

- (1) served as liaison agent for the four schools
- (2) set up schedules and time lines
- (3) ordered materials
- (4) supplied progress reports and evaluative data to project management
- (5) maintained component records

KAPS senior teachers received workshop training in Behavior Modification, Pupil-Teacher Interaction Analysis, DISTAR Reading, Mathematics and Language, and the Sullivan Reading and Mathematics programs. During the first two years of the component's operation, the senior teachers experimented with a variety of programs and pupil groupings from kindergarten through sixth grade. The pilot program emerged as the final and most effective thrust.

Senior teachers trained pilot teachers in a series of post school workshops (1971-72) centered around the use of the Sullivan materials, Behavior Modification techniques, new math programs and reading materials which stressed positive attitudes. Appendix A includes a listing of pilot teacher workshops.

The Sullivan Reading Program was used as the basic tool for developing reading skills. Pupils progressed at their own rate through 21 books from reading readiness to sixth grade level. Teachers maintained individual progress charts and class progression was graphed twice a year. A sample progression chart is included in Appendix A.

Continuous diagnosis of pupils' strengths and weaknesses allowed teachers to supplement the Sullivan program with materials geared to specific needs. Supplementary programs included basal texts, Merrill Linguistic Readers, New Practice Readers (Stone), Dimension 99, Basic Reading Goals (Scott Foresman), and the Merrill Phonics Skilltexts.

Teachers elected to use basic approaches to mathematics, supplementing their teaching with the Sullivan Mathematics, Merrill Skilltapes and the Mathematics Laboratory.

Skill Center reading relied heavily upon Educational Developmental Laboratory materials (EDL), supplemented by the Sullivan program, Merrill Linguistic Readers, Look and Learn materials, the Creative Learning (machined program), DISTAR and basal reading. The math program was similar to that of the regular classroom.

Pilot pupils and volunteer teachers were identified through the cooperation of school principals in June of the approaching school year.

All pupils received a pre-test in reading and mathematics in September, a mid test in February and a post test in May. Figure 10 depicts the time-line.

Based upon item analysis and comparison with the Iowa Tests used city-wide by the Baltimore Public Schools, the Stanford Achievement Test became the KEEP testing instrument. Primary levels were used for Special Curriculum pupils and intermediate levels were used for all other pupils. Care was taken to avoid re-use of the same form in the re-testing of different groups. A standard chart was devised to display results of the three testing periods (see Appendix B for chart example).

Children were grouped for instruction on the basis of pre test information, team consultation and teacher judgment. In several instances, teachers elected to use the team approach for exchanging pupils during the Language Arts period. Others maintained self-contained classrooms. Pupils scoring more than two and one half years below grade level at School #2 were referred to the Skill Center (see Appendix B for sample Skill Center Forms).

Pupils also were tested in October and May through the Demos D Attitudinal Profiles, a scale for identification of potential dropouts. Tabulation of scores revealed that 99% fell in the category of an "even" chance for dropping out of school because of attitudes. The results were a strong support of the KAPS identification criteria. A sample Demos D is included in Appendix B.

The senior teachers maintained a constant awareness of progress, problems, weaknesses and strengths through individual conferences with pilot teachers, team meetings and actual teaching. Children were advised individually of strengths and weaknesses and made aware of test results.

The individualized approach to reading through the Sullivan program allowed for frequent re-grouping. The senior teacher became a resource for small group or individual skill development, remedial or enrichment activities.

Contingency management techniques were used to shape desired behaviors. Each classroom teacher was supplied with tangible reinforcers, i.e. games, puzzles and recreational reading. Cultural experiences and field trips were used as rewards. Desired behaviors were improved attendance, social attitudes and achievement. Group and individual contracts were used

(see Appendix A).

In the Skill Center the teaching schedule involved three 50-minute periods of reading in the morning and three periods of math in the afternoon. Groups were limited to fifteen pupils. Materials were used across grade level to meet individual differences. The senior teacher was assisted by a KAPS aide.

The Skill Center teacher used EDL materials to strengthen word attack and perception, linguistic readers for sound patterns and the tachistoscope for visual perception.

Effective use was made of audio-visual materials on hand in the schools. A KAPS curriculum center housed supplementary reading, mathematics and recreational materials. The center at #139 was equipped with one single and two double study carrels. Each pilot classroom at #139 was equipped with one carrel.

The Skill Center equipment included eleven individual carrels, controlled readers, an Aud X machine, tachistoscope, tape recorder, typewriter, overhead projector, cassette recorders and filmstrip machine.

Problems encountered were:

- (1) unavailability of in-school time for team meetings
- (2) reduction of the senior teacher staff
- (3) lack of funds to replace expendable materials
- (4) lack of classroom aides to assist classroom teachers in the testing and recording of pupil progress in the Sullivan program
- (5) lack of classroom teacher time for scoring and diagnosing standardized tests.
- (6) inability of the KAPS liaison workers, because of alternate guidelines, to work more extensively on attendance problems of pilot class pupils.

To meet these problems the following measures were implemented:

- (1) team meetings were held at least once a month, either during lunch periods or after school
- (2) two senior teachers divided their time between four schools
- (3) pupils made response booklets for Sullivan reading
- (4) schedules were set up for testing and recording during the reading period
- (5) senior teachers administered, scored and diagnosed the standardized tests

Attendance involving chronic absentees remained a problem. In several instances, individual contracting with pupils resulted in improved attendance.

In addition to figures cited earlier in this report, the following concrete results were obtained:

- (1) in the Skill Center 77% of pupils post tested in reading exceeded the KAPS criteria (Figure 11)
- (2) in the Skill Center 62% of the pupils tested in mathematics exceeded the KAPS criteria (Figure 12)
- (3) attendance for math and reading periods in the Skill Center both averaged 86% for the year (Figure 13)
- (4) among Special Curriculum pupils 64% exceeded the KAPS criteria in reading and 60% in mathematics (Figure 14)
- (5) a total of 13 pupils completed the Sullivan Reading Program
- (6) a total of 130 sixth grade pupils elected to attend Lombard Junior High where the KAPS program offers pilot classes in reading and mathematics.

A study of the IOWA Citywide Test Results in 1972 revealed that pupils in pilot classes at two KAPS schools showed composite gains comparable to those for two other schools located in highly-stable neighborhoods with a history of successful reading achievement.

The schools compared were #116 (now phased out of the city school system), #2, Mount Washington Elementary #221 and Roland Park #233.

The pilot class pupils showed 1.0 (ten months) growth at both KAPS schools. At Roland Park, the composite gain was 1.1. The Mount Washington gain was 1.2 and 1.4 for comparable groups studied (Figure 15).

Evaluation instruments in addition to charts and forms previously cited, included:

- (1) forms for staff meeting attendance
- (2) classroom observation sheets
- (3) checklist for teachers' evaluation of instructional programs and activities
- (4) checklist for pupils' evaluation of pilot class programs and activities
- (5) report cards to parents equating the Sullivan program to the city reading criteria.

Samples of these forms are included in Appendix B.

Suggestions for replication of the Project KEEP approach in other city schools are:

- (1) early identification by principal and staff of pupils to be serviced, whether by remedial, standard or enrichment teaching in any subject.
- (2) identification of the teaching team, headed by a senior teacher or coordinator assigned only to that school
- (3) pre-planning by the team for the year's objectives
- (4) assessment of pupil needs by means of pre-testing, no later than October (note: tests may be standardized or devised by the team on the basis of programs in effect in the individual school)
- (5) grouping pupils for instruction and selection of methods and programs best suited to needs and abilities
- (6) use of supplementary programs along with the basic teaching tool

- (7) on-going team planning and evaluation for teachers and pupils
- (8) in-service training for teachers in methods and use of programs
- (9) use of behavior modification techniques to reward pupils for attendance, attitudes and achievement
- (10) mid-testing for diagnostic purposes in January or February
- (11) on-going involvement of parents
- (12) frequent written reports of results to the administration
- (13) post testing in May
- (14) maintaining pilot groups for at least a two-year study
- (15) providing consistent follow-up on the junior high school level.

Optional activities may include publication of a team newsletter, and providing concrete reinforcers.

None of the suggestions for replication involves any cost beyond expenditures for salaries and material already in effect in the city public schools.

• Reactions to Project KEEP from pupils, teachers and the public may be found in Appendix A.

Goal #2: Students will be rated satisfactory (3.0) or better in work performance.

Criterion: Supervisors will evaluate students in job performance and attitude. Ratings will be calculated and the results will be compared with the 3.0 goal.

Process

Objective #3: *Students will have a positive attitude toward work and the program.*

Goal #1: Supervisors will rate their students satisfactory (3.0) or better in their attitude toward the job.

Criterion: Students will be evaluated by their supervisor as to their attitude on the job. Ratings will be calculated and results compared to the 3.0 goal.

Goal #2: Students will be surveyed during the second semester to determine their feelings toward the Earn and Learn Program. They will score 3.0 or better on the Program Sentiment Index.

Criterion: Responses will be tallied. Percentages for each category will be calculated and results compared to the 3.0 goal.

Process

Objective #4: *An area conducive to a one-to-one tutor-tutee relationship will be provided for tutoring.*

Goal: Tutorial centers will have adequate space, materials and supplies. The degree of adequacy will be at the satisfactory (3.0) or better level.

Criterion: A locally developed checklist will be used by the Component Coordinator to evaluate the tutorial center, staff and activities. Responses on the checklist will be tallied and categorized. The results will be compared to the 3.0 goal.

2. Tele-School Sub-Component Objectives:

Product

Objective #1: *Students will pass the C&P Telephone employees' entrance examination.*

Goal: 40% of the students assigned to work for C&P Telephone will pass the employees' entrance examination.

Criterion: The percentage of students meeting the objective will be calculated from the records maintained by the C&P Telephone Coordinator.

Product

Objective #2: *Students will attend school.*

Goal: Tele-School students will attend school at the 95% level by the end of the academic year 1973-74.

Criterion: The daily school attendance for each Tele-School student will be tabulated as determined by monthly ADAs. The average percentage will be calculated and the results compared with the 95% goal.

Product

Objective #3: *Students will be successful in school.*

Goal: Tele-School students will graduate from high school.

Criterion: The number of students on the high schools graduation list will be tabulated. The results will be compared.

Product

Objective #4: *Students will plan some form of employment or educational program to be continued after high school graduation.*

Goal: Students will have plans for continued education, additional training, or gainful employment.

Criterion: At the end of the school year, Tele-School students will fill out a locally designed questionnaire to ascertain their plans after graduation. The number of students who meet the objective will be tabulated.

Process

Objective #1: *Students will receive extra help in school to aid his/her retention on the job.*

Goal: Problems affecting the retention of students on the job will be communicated by the C & P Telephone staff and the Tele-School Coordinator.

Criterion: Weaknesses of students will be identified. Extra-curricular training will be provided, subject area teachers will be informed, and/or counseling sessions with the students will be held, by the Tele-School Coordinator. The Coordinator will maintain an on-going student placement log. Student weaknesses and source of treatment will be compared and differences noted.

Process

Objective #2: *Students will have successful work experiences.*

- Goal #1: Students will attend the work-site at the 95% level.
- Criterion: Monthly attendance reports will be maintained by C&P Telephone Coordinator. Attendance of each student will be calculated and the results will be compared to the 95% goal.
- Goal #2: Students will perform satisfactory (3.0) or better on the job.
- Criterion: C&P Telephone Supervisors will evaluate their student employees in January and May. The ratings will be calculated and compared to the 3.0 goal.
- Goal #3: Students will perform satisfactory (3.0) or better in classroom performance.
- Criterion: Teachers will rate their students monthly on their classroom performance. Ratings will be calculated and the results compared to the 3.0 goal.

F. TAP (Teacher Accountability Program) Component Objectives

Product

Objective #1: *Students will stay in school.*

Goal: Students will have a dropout rate 85% less than the dropout rate among other 10th graders in their school.

Criterion: The number of tenth graders on roll of School #414 will be tabulated. The number of tenth grade dropouts will be tabulated. The dropout rate will be calculated for both groups. The differences will be compared with the 85% goal.

Product

Objective #2: *Students will attend school.*

Goal: TAP students will be attending school at the 80% level by the end of the academic school year 1973-74.

Criterion: The average attendance for TAP students will be calculated and compared with the 80% attendance goal as determined by monthly ADAs.

Process

Objective #1: *TAP Teachers will establish rapport with their buddy students.*

Goal #1: TAP teachers will be held responsible* for planning and implementing at least one cultural, social and/or recreational activity for their buddy students each month.

Criterion: TAP teachers will maintain profile cards depicting the number and type of activity planned and implemented each month. The number of activities planned and implemented will be tabulated. The percentage of teachers meeting the monthly goal will be calculated.

Goal #2: TAP teachers will be held responsible* for conducting weekly rap sessions.

Criterion: The number of rap sessions held, as determined by profile cards, will be tabulated. The percentage of teachers meeting the weekly goal will be calculated.

Process

Objective #2: *Students will attend rap sessions and activities offered by their Buddy Teachers.*

Goal: Students will be held responsible for attending activities and rap sessions at the 90% level of attendance.

Criterion: Attendance at activities and rap sessions will be tabulated as determined by profile cards. The percentage of students meeting the 90% goal in each area will be calculated.

Process

Objective #3: *Students and teachers will evaluate the effectiveness of the TAP Program.*

Goal: Students and teachers will rate the TAP Program satisfactory (3.0) or better.

Criterion: Students and teachers will be administered the Program Sentiment Index during the second semester. Responses will be tallied and categorized. The results will be compared to the 3.0 goal.

*See Pay formula displayed in Appendix B.

G. Management Component Objectives

Process

Objective #1: *Project activities will be pre-planned and coordinated.*

Goal: A master timeline will be constructed reflecting a coordination of all planned management and component activities.

Criterion: The master timeline will be exhibited. A comparison between proposed and real activities will be made by matching the component milestones with monthly calendars of events.

Process

Objective #2: *Baseline data will be obtained.*

Goal: Baseline data will be obtained for both terminal and component objectives by October 1 of the current academic year.

Criterion: Baseline data collected on or before October 1 will be tabulated. The percentage of data collected according to the stated objective will be determined.

Process

Objective #3: *Evaluation instruments will be obtained.*

Goal: Evaluation instruments necessary for measuring the effectiveness of stated objectives will be designed either locally or commercially, and obtained by designated staff members by October 15 of the current academic year.

Criterion: All required instruments will be exhibited in the project evaluation design. All instruments made available according to the schedule will be tabulated.

Process

Objective #4: *KAPS students will be dropout prone.*

Goal: All students-participating in the KAPS Program will be identified by the end of September of the current academic year according to at least two of the following criteria:

- a. In grade four or above
- b. Poor attendance (missed 30 days or more) during the previous school year)
- c. Two grades below in reading and/or math
- d. Poor social behavior
- e. Poor self concept
- f. Underachiever
- g. Repeater in the current school year
- h. Economic need

Criterion: Coordinators will forward Student Rosters on or before the end of September. The number of students meeting two or more of the stated criteria will be tabulated. The percentage of students identified according to the dropout criteria will be calculated.

Process

Objective #5: *Appropriate staff will be hired.*

Goal #1: All project positions will be filled by September 3 of the current academic year.

Criterion: All planned positions will be indicated in KAPS Continuation Grant Proposal. All positions filled according to the scheduled time will be tabulated. The results will be compared to the planned number of positions, and the percentage of positions remaining unfilled.

Goal #2: Vacancies occurring during the year will be filled within fifteen (15) days if a part-time position and within thirty (30) days if a full-time position.

Criterion: The date a vacancy occurs and the date that vacancy is filled will be compared with the stated goal.

Process

Objective #6: *Staff will attend meetings.*

Goal: All project meetings, staff meetings, component meetings, workshops and cluster group meetings will reflect a membership attendance rate of 90% by the end of the current academic year.

Criterion: Coordinators will maintain staff meeting attendance records. The attendance will be tabulated and the average membership attendance will be calculated. The results will be compared to the 90% goal.

Process

Objective #7: *Project information will be disseminated.*

Goal: Information concerning the project will be disseminated to project staff, Baltimore City Public Schools, and the community-at-large on a quarterly basis.

Criterion: Copies of dissemination materials will be maintained and compared with the quarterly goal.

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO-
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG-
INATING IT. POINTS OF VIEW OR OPIN-
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU-
CATION POSITION OR POLICY.

Evaluation Design Summary

(1973-1974)

"Project KAPS"

ESEA Title VIII Dropout Prevention Program

Baltimore City Public Schools
411 N. Caroline Street
Baltimore, Maryland (21231)

Prepared by: Janis Langley, KAPS Evaluator

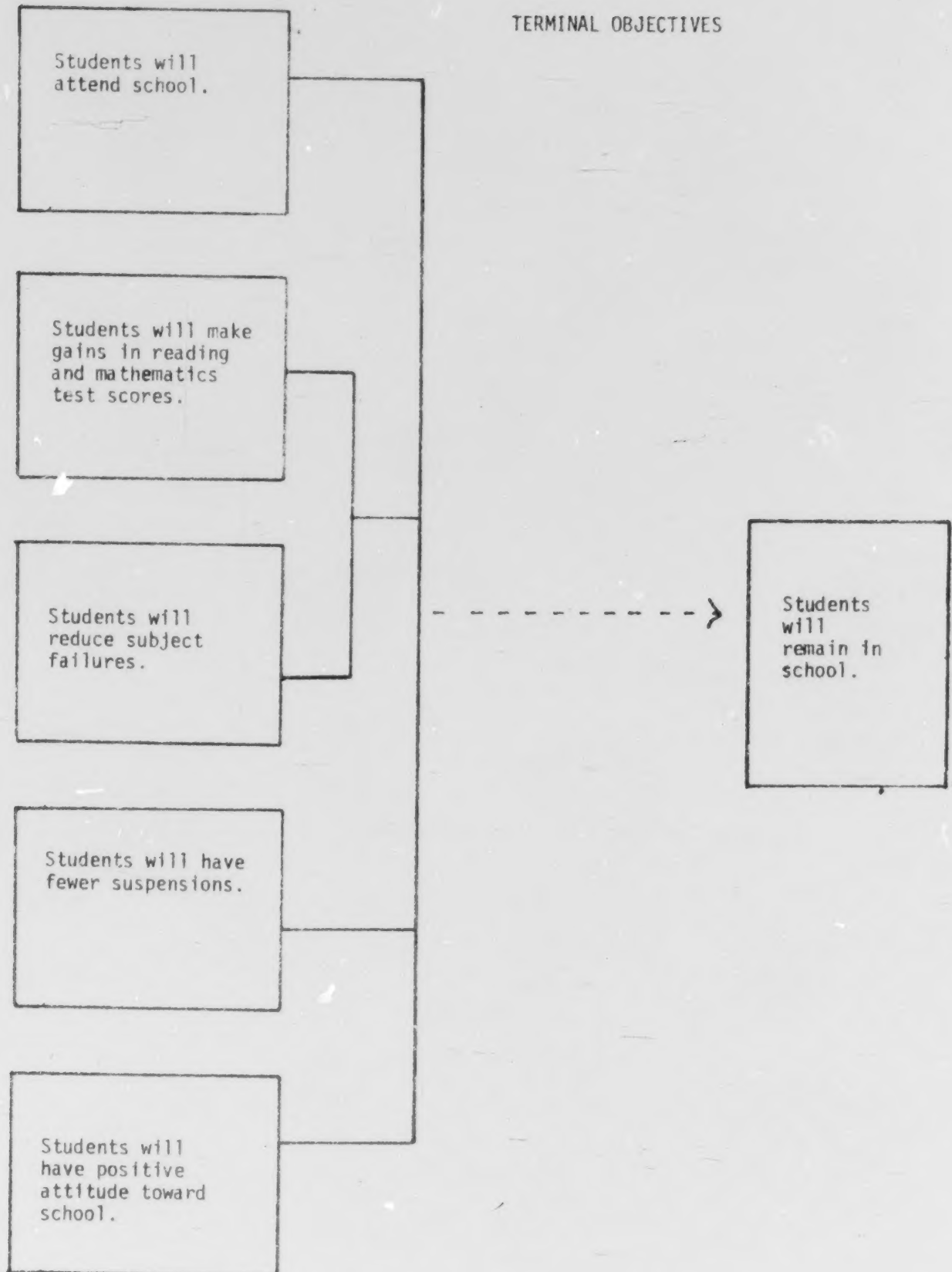
January, 1974

TABLE OF CONTENTS

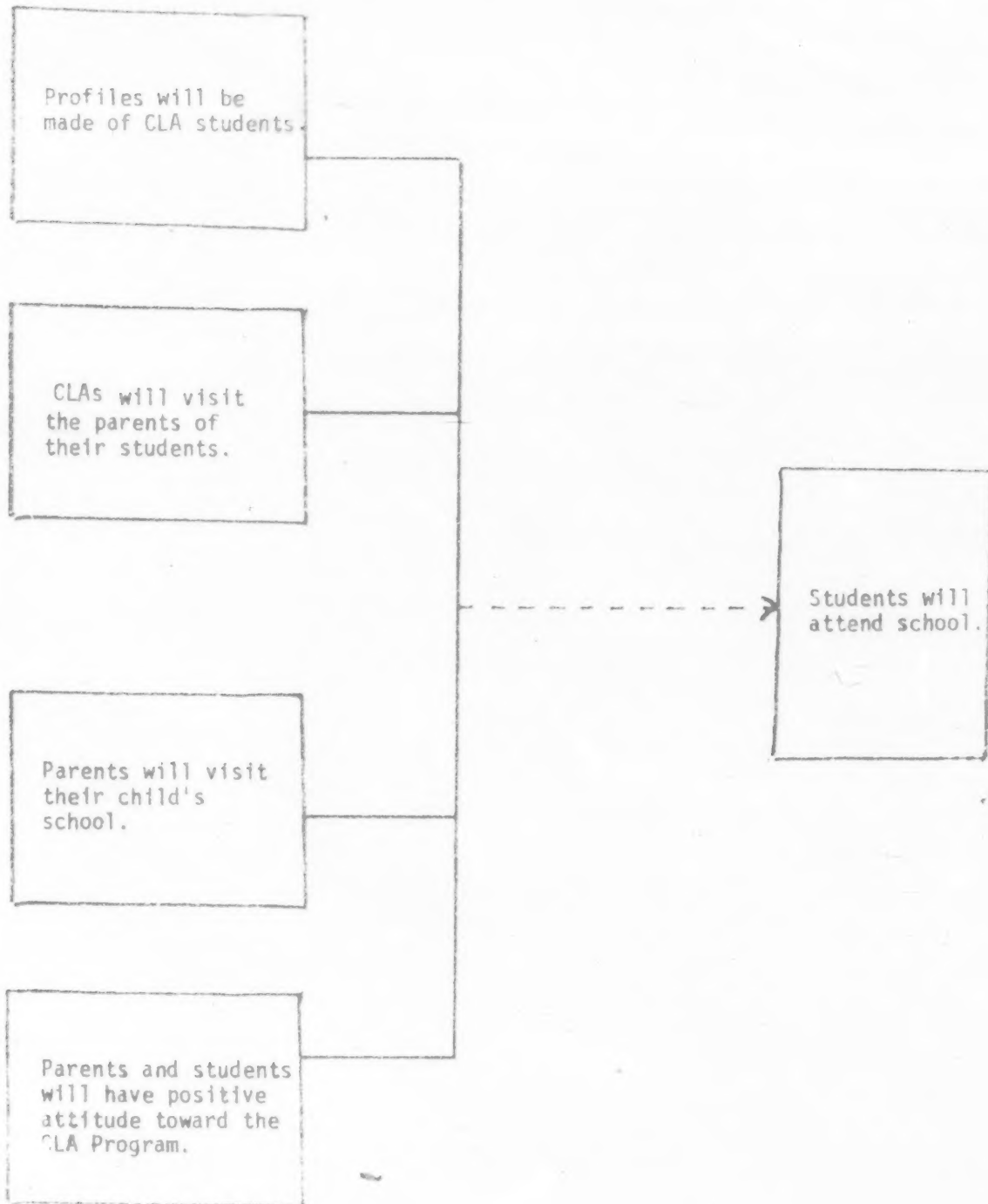
<u>TITLE</u>	<u>PAGE NUMBER</u>
I. PROJECT OBJECTIVES.....	1
II. PROJECT TARGET SCHOOLS.....	10
III. PROJECT COMPONENTS.....	11
IV. PROJECT COMPONENTS SERVICING:	
A. ELEMENTARY TARGET SCHOOLS.....	12
B. LOMBARD JUNIOR HIGH SCHOOL.....	13
C. DUNBAR SENIOR HIGH SCHOOL.....	14
V. PROJECT STAFF POSITIONS.....	15

1. Project Objectives

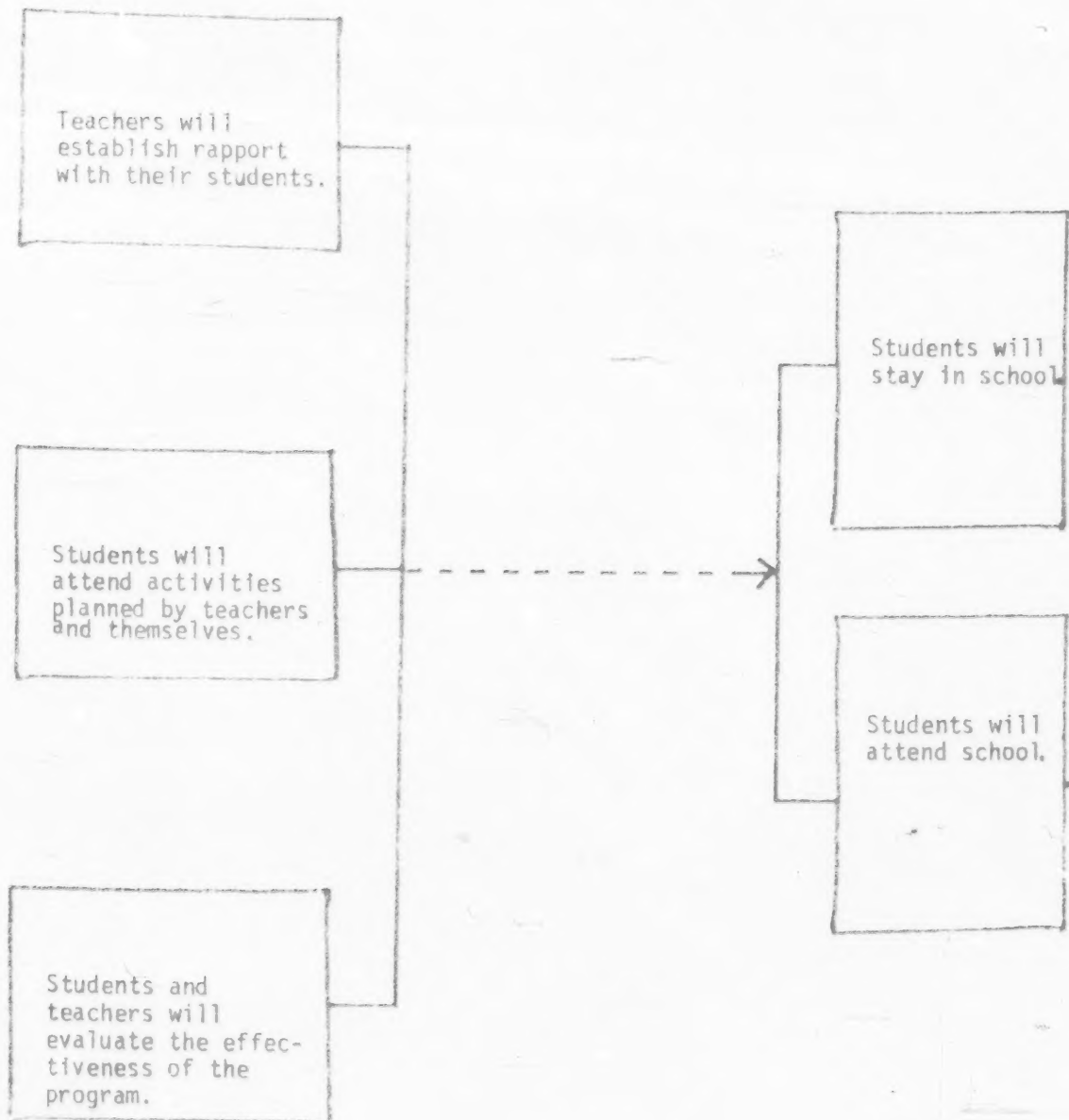
TERMINAL OBJECTIVES



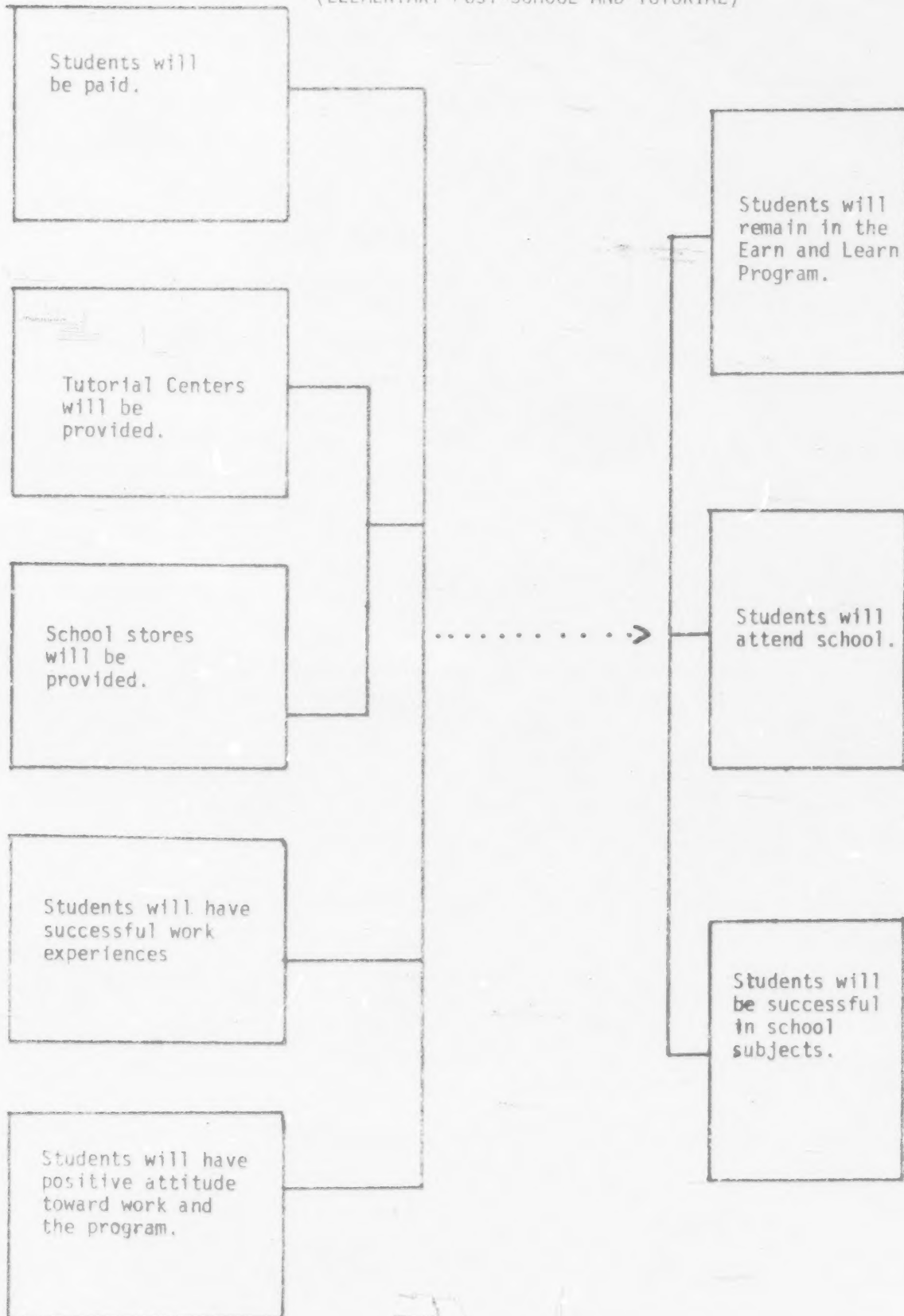
COMMUNITY LIAISON ASSISTANT OBJECTIVES



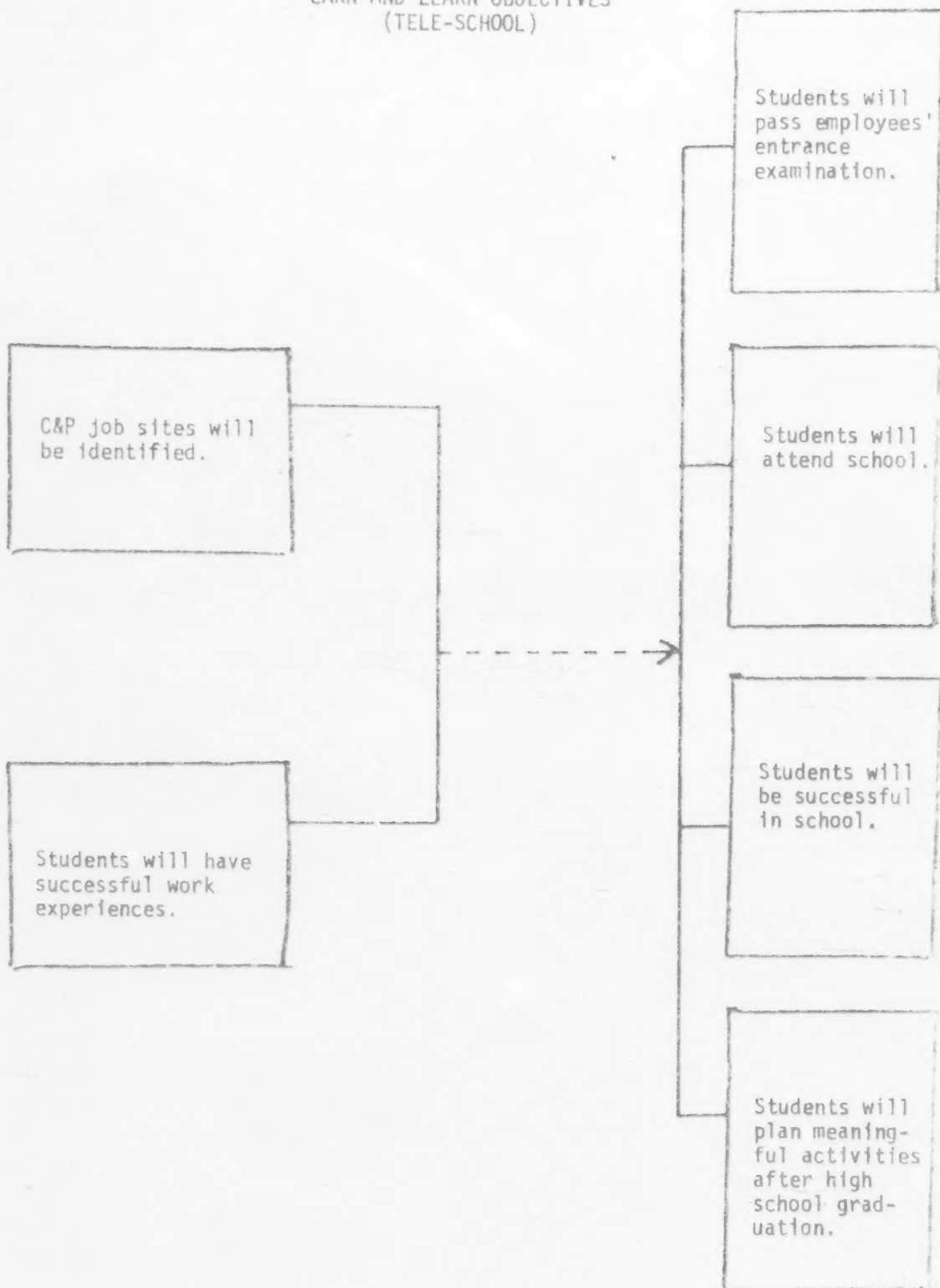
TAP OBJECTIVES



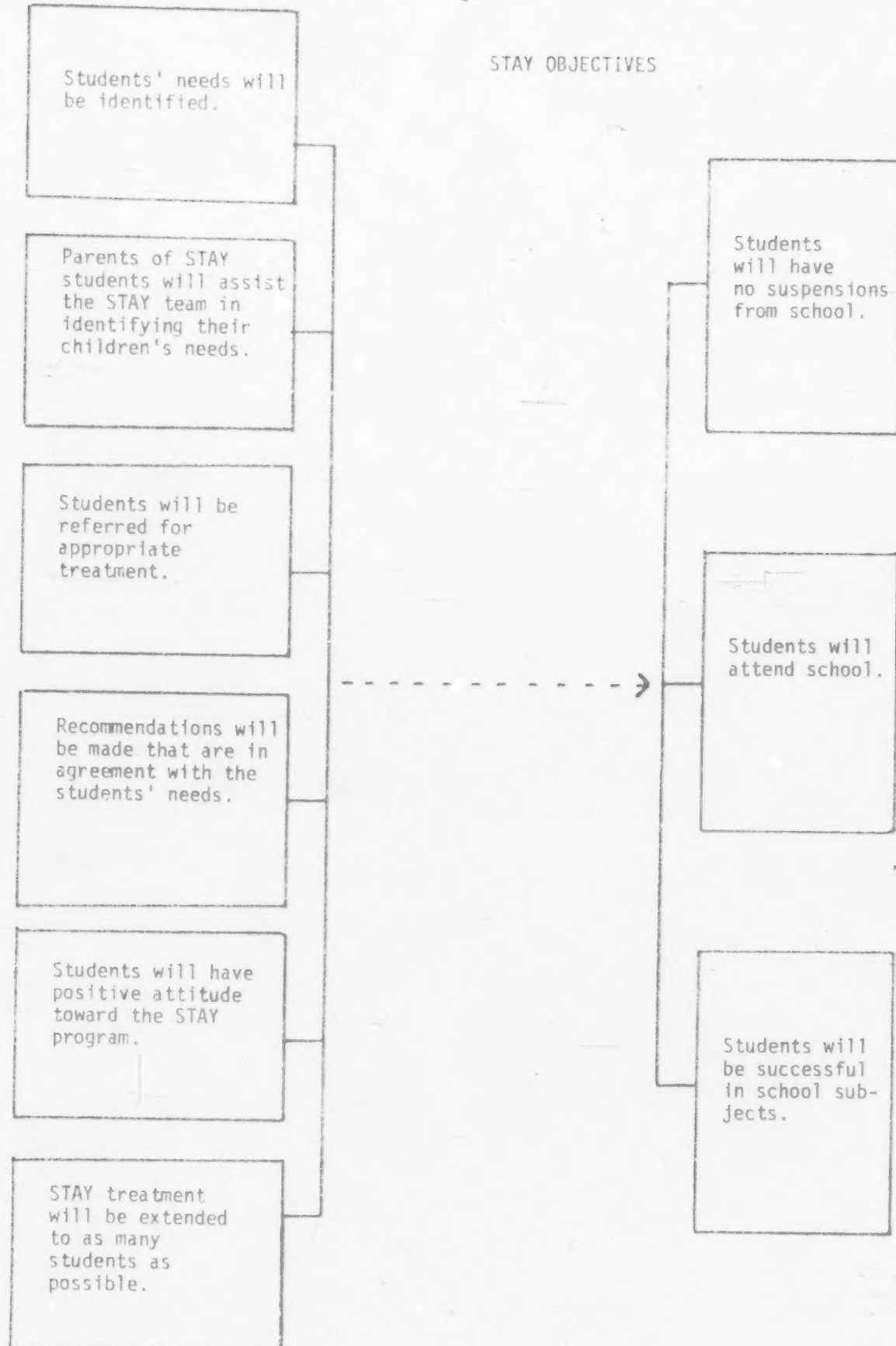
EARN AND LEARN OBJECTIVES
(ELEMENTARY POST-SCHOOL AND TUTORIAL)



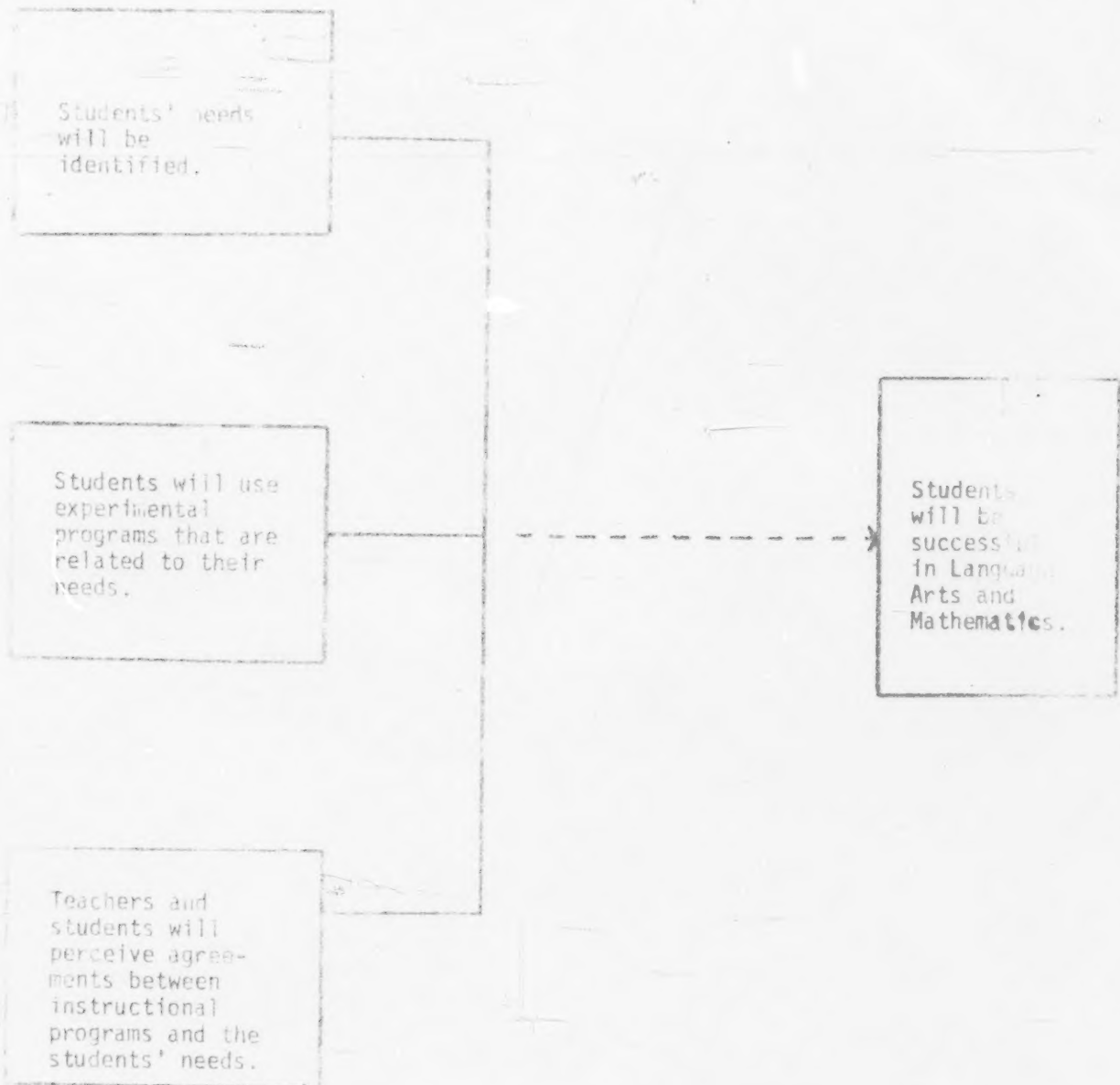
EARN AND LEARN OBJECTIVES
(TELE-SCHOOL)



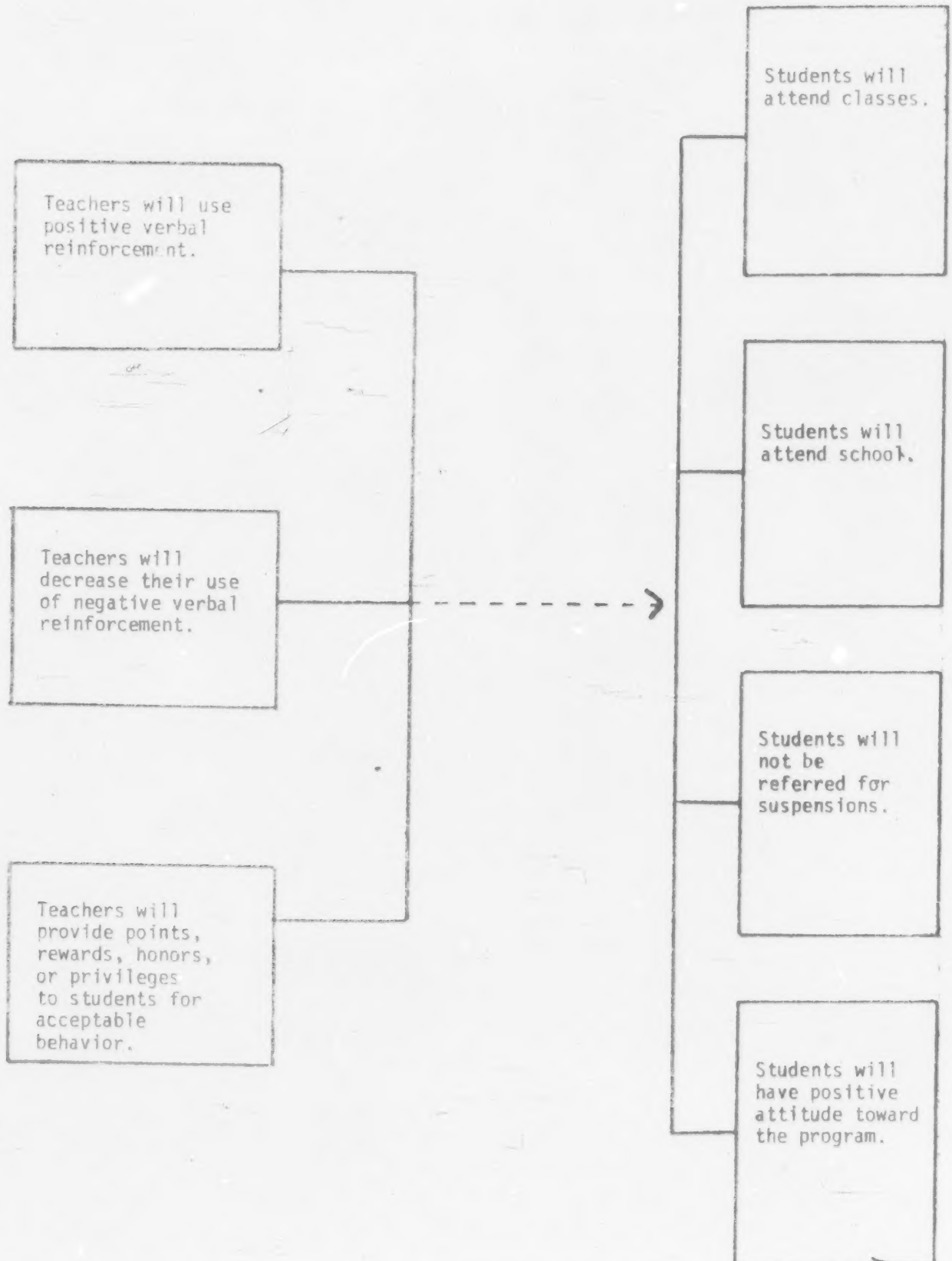
STAY OBJECTIVES



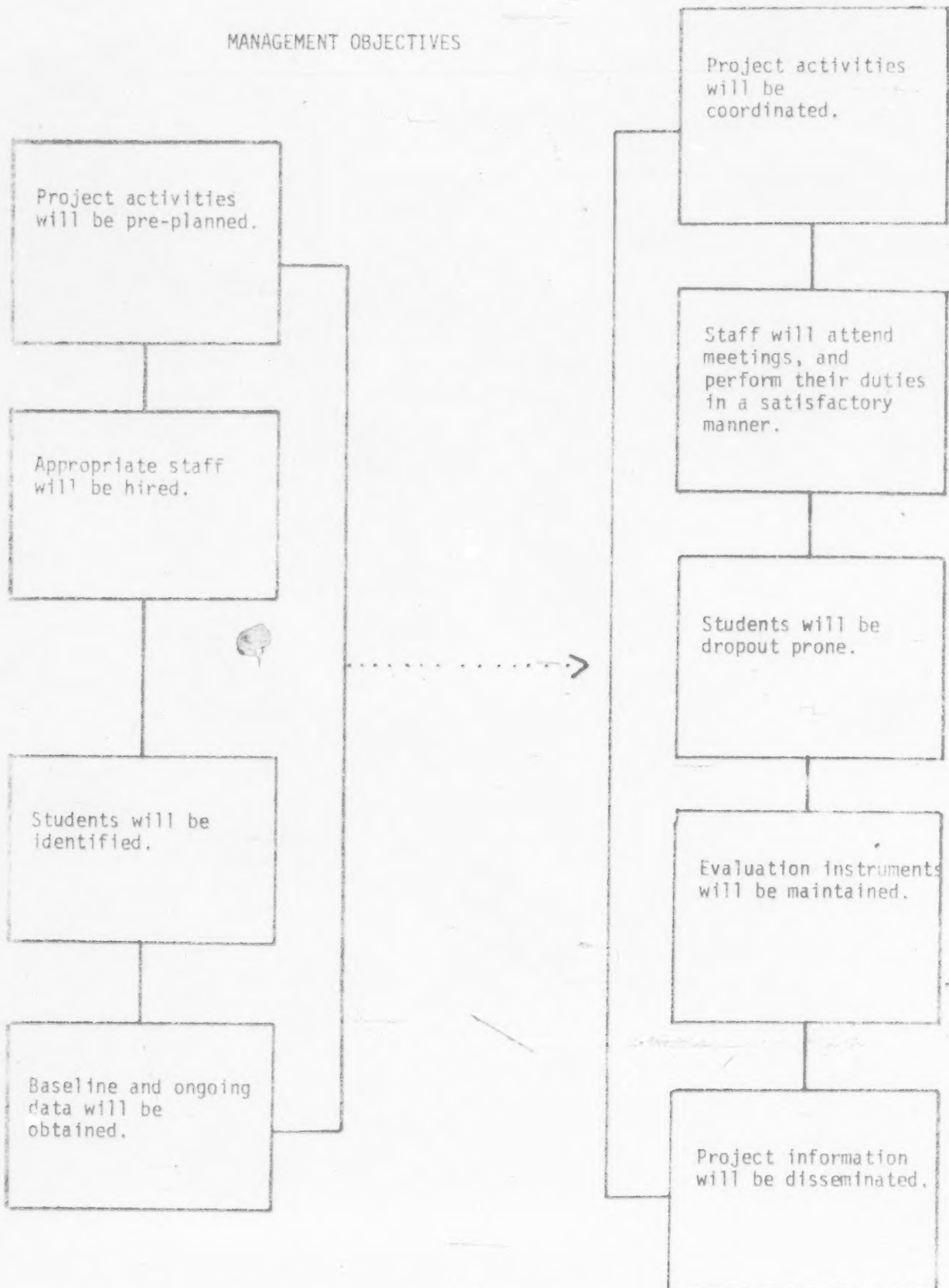
DAILY PROGRAM OBJECTIVES



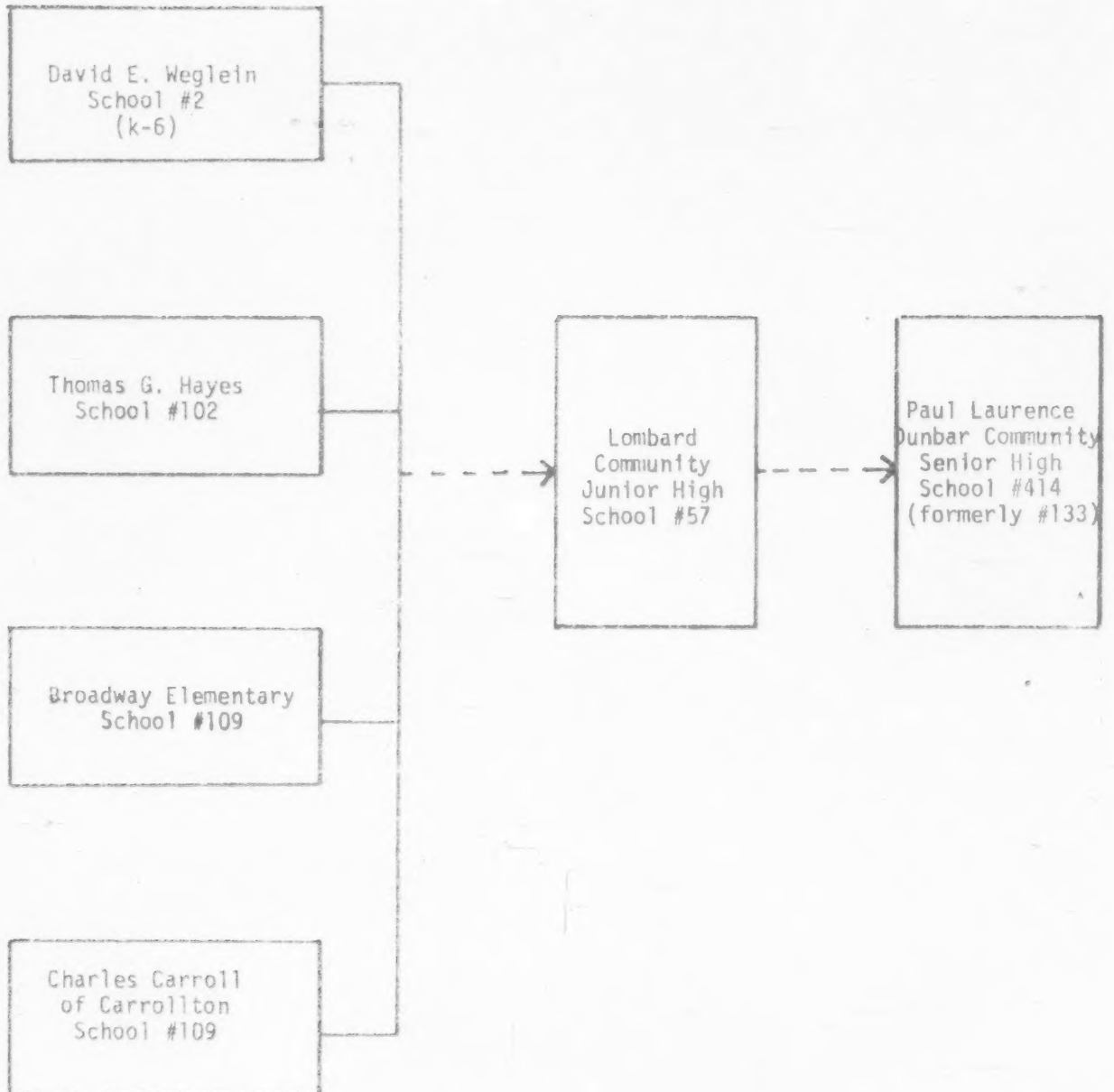
STAFF TRAINING OBJECTIVES



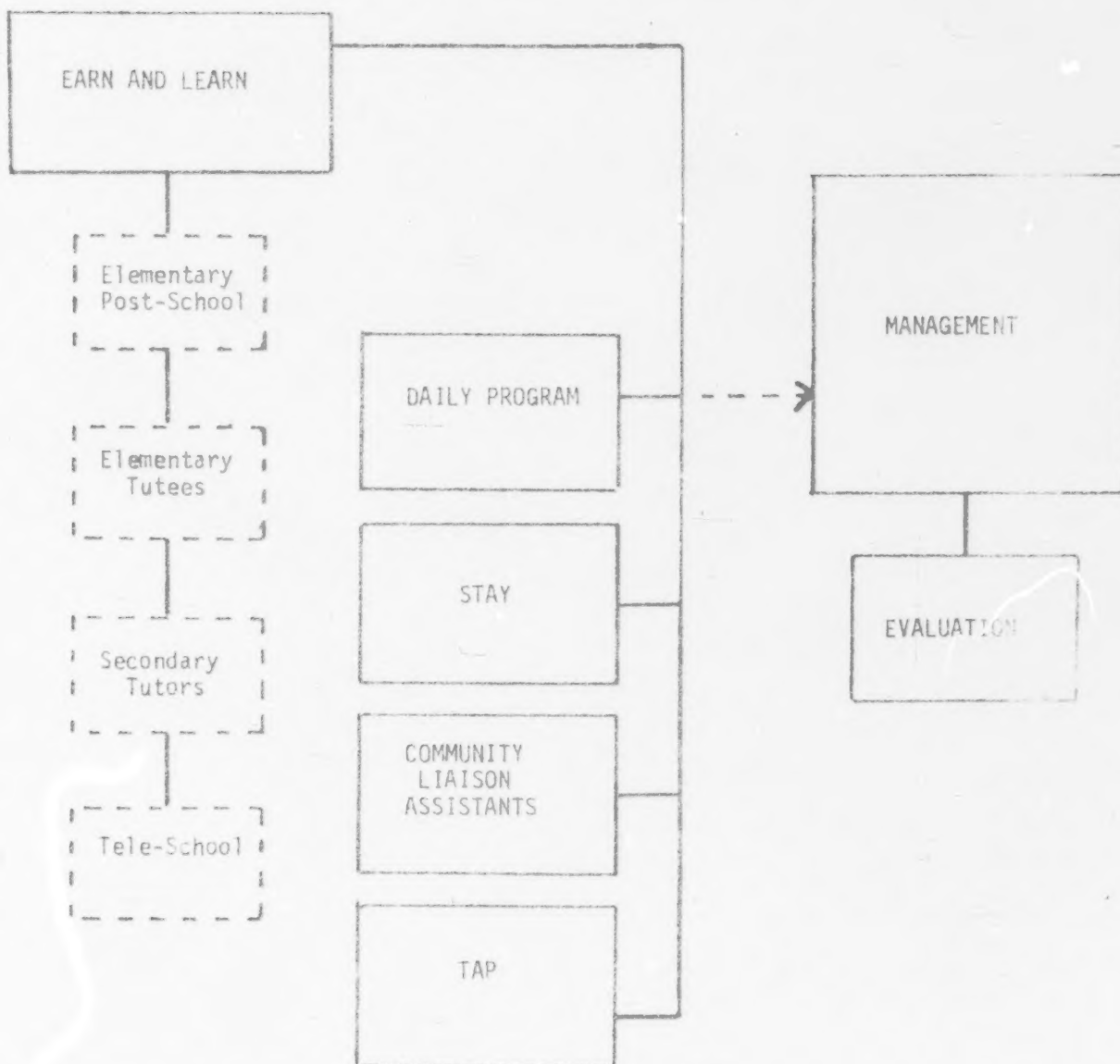
MANAGEMENT OBJECTIVES



II. Project KAPS Target Schools

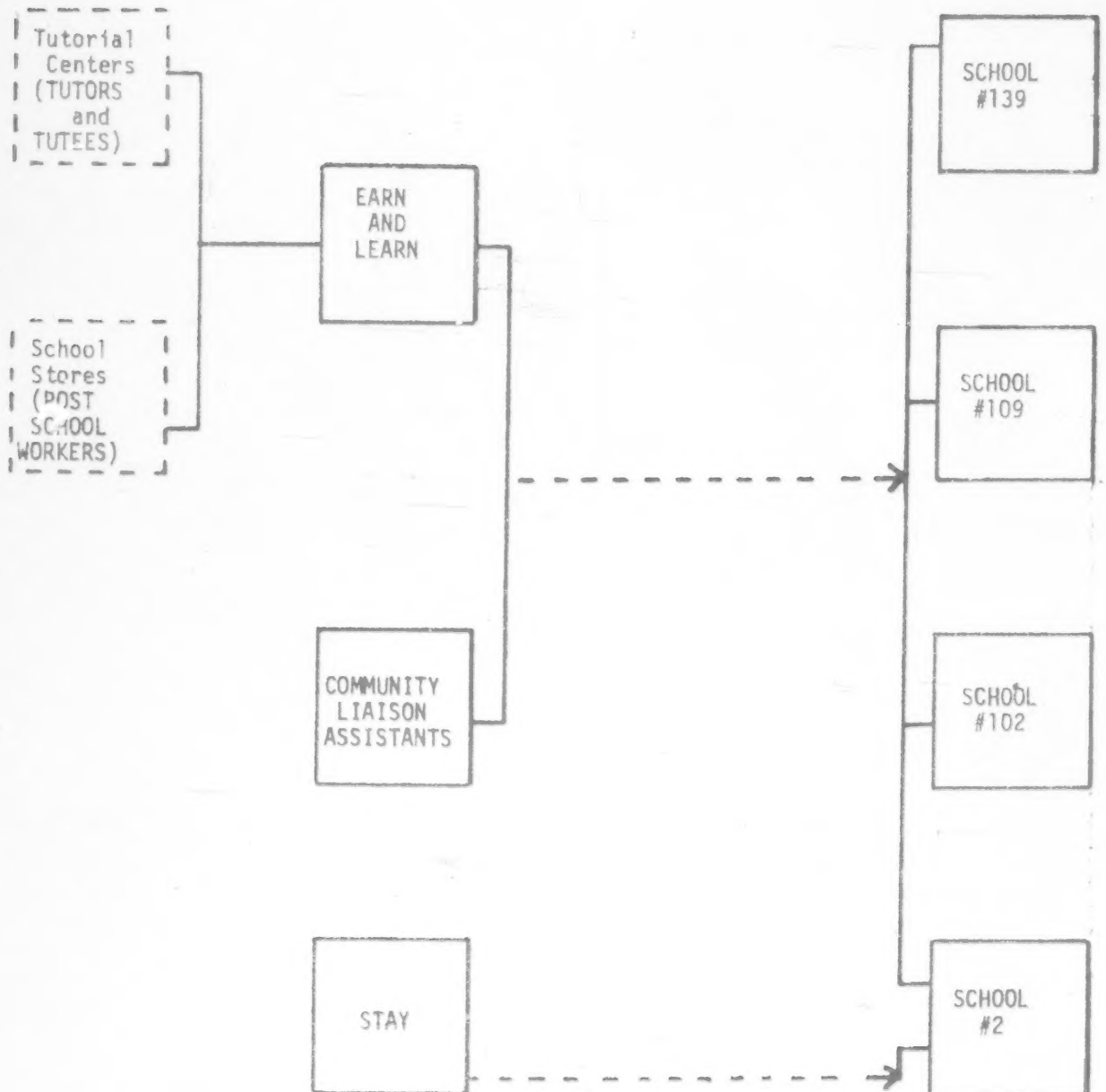


III. Project Components

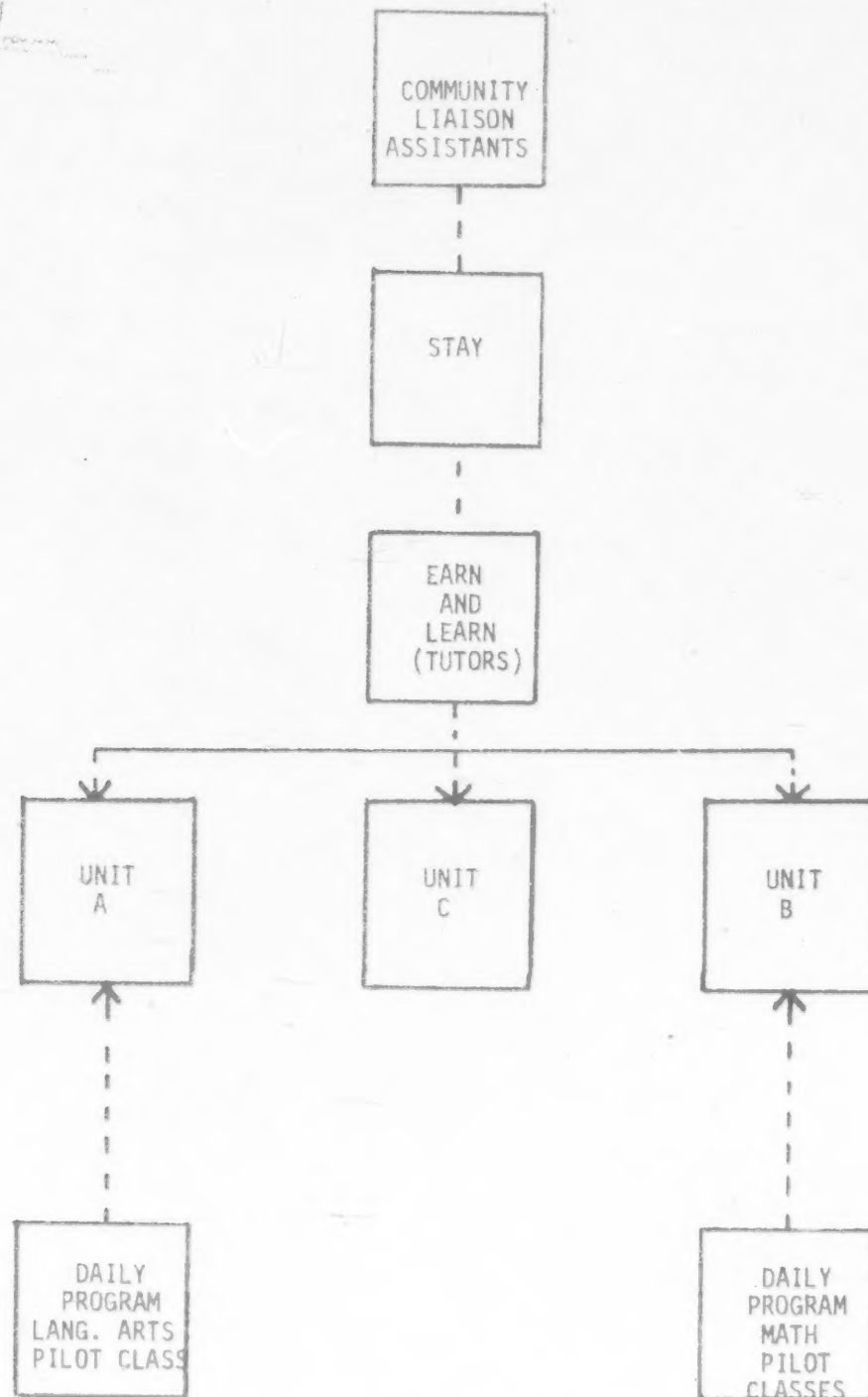


-----: Sub-Components

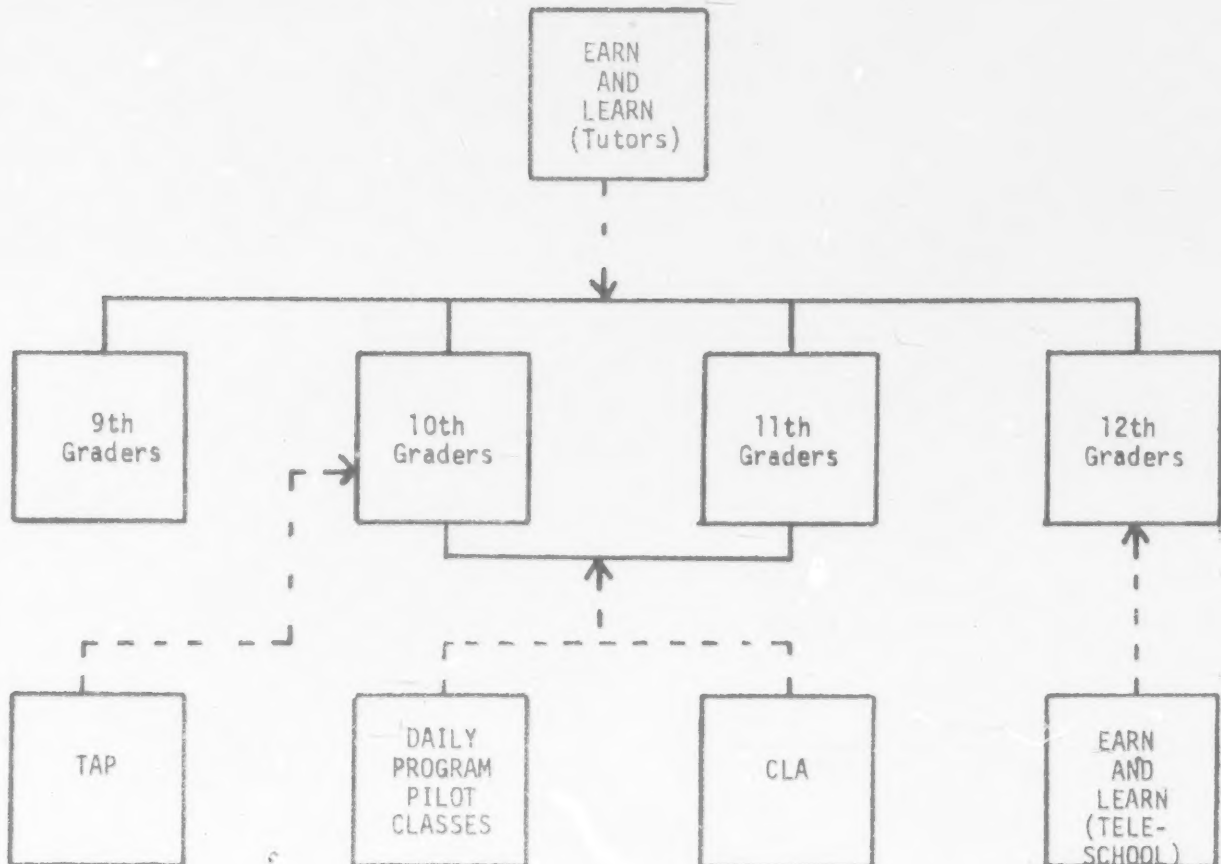
IV.(A) Components Servicing Elementary Target Schools



IV.(B) Components Servicing Lombard Community Junior High School #57



IV.(C) Components Servicing Dunbar Community Senior High School #414



V. Project Staff Positions

